BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 27, 2010

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:34 PM.

Directors Blewett, Bonds, Falk, Miller, Petersons, Spence, Thompson, Voeltner, and Woodward are continuing members.

The following members responded to roll call:

Present—Directors Blewett, Bonds, Falk, Miller, Petersons, Spence, Voeltner, and Woodward—8.

Absent and excused—Director Thompson—1.

Director Blewett moved to elect Director Bonds temporary Chair.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

ELECTION OF BOARD PRESIDENT

Director Bonds, having assumed the Chair, announced that the next order of business was the election of a President to serve for the ensuing year.

The Board proceeded to vote by roll call with the following result:

Director Blewett.....Director Bonds
Director Falk.....Director Bonds
Director Miller.....Director Bonds
Director Petersons.....Director Bonds
Director Spence.....Director Bonds
Director Voeltner.....Director Bonds
Director Woodward.....Director Bonds
Director Bonds.....Director Bonds

Director Bonds—8.

Director Bonds, having received a majority of the votes of the membership, was duly elected President of the Board of School Directors for the ensuing year.

ELECTION OF BOARD VICE-PRESIDENT

The President announced that the next order of business was the election of a Vice-President to serve for the ensuing year.

The Board proceeded to vote by roll call with the following result:

Director Blewett	Director Blewett
Director Falk	Director Blewett
Director Miller	Director Blewett
Director Petersons	Director Voeltner
Director Spence	Director Voeltner
Director Voeltner	Director Voeltner
Director Woodward	Director Blewett
President Bonds	Director Blewett

Director Blewett—5.
Director Voeltner— 3.

Director Blewett having received a majority of the vote, the President declared him duly elected Vice-President for the ensuing year.

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DESIGNATION OF BOARD CLERK

The President announced that the next order of business was the designation of a Board Clerk to serve for the ensuing year.

Ms. Lynne A. Sobczak was designated Board Clerk for the ensuing year by unanimous consent.

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APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

Board Rule 1.17(7) prescribes that the Board President is an *ex officio* member of the Library Board. If the President elects not to serve, the Board will need to elect a representative by a roll call vote at its regular May meeting.

The President indicated that he would nominate Director Thompson to serve on the Library Board.

The appointment was approved by consensus.

APPOINTMENT OF REPRESENTATIVES TO THE MILWAUKEE AREA TECHNICAL COLLEGE APPOINTMENT COMMITTEE

Wisconsin Statute 38.08(1g) states, "The appointment committee for a district board that governs a district encompassing a 1st-class city shall include 4 additional members designated by the board of school directors in charge of the public schools of the 1st-class city. The additional members shall be appointed so as to reflect, to the extent possible, the distribution of women and minorities within the 1st-class city."

The President is Chair of the committee, and four other Board representatives serve as members of the committee. They do not have to be Board members. Election must be by roll call vote.

The President nominated Director Blewett, Director Miller, Jennifer Morales and Tina Johnson to serve as members of the MATC Appointment Committee.

The appointments were approved by consensus.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

The President nominated Director Spence to serve as the Board's representative to CESA #1.

The appointment was approved by consensus.

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APPOINTMENT OF A REPRESENTATIVE TO THE WISCONSIN ASSOCIATION OF SCHOOL BOARDS (WASB)

Director Falk continues to serve as the Board's representative, having been elected to a three-year term on November 20, 2008.

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APPOINTMENT OF REPRESENTATIVES TO THE HEAD START PROGRAM POLICY COUNCIL, MILWAUKEE CITY COUNCIL OF PTAS/PTSAS AND THE TITLE I DISTRICT ADVISORY COUNCIL

Director Spence was appointed to serve as the Board's representative to the Head Start Program Policy Council by unanimous consent.

Director Miller was appointed to serve as the Board's representative to the Milwaukee City Council of PTAs/PTSAs by unanimous consent.

Director Blewett was appointed to serve as the Board's representative to the Title I District Advisory Council by unanimous consent.

THE MILWAUKEE PARTNERSHIP ACADEMY (MPA)

President Bonds indicated that he would serve as the Board's *ex officio* delegate to the Milwaukee Partnership Academy.

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UNFINISHED BUSINESS

A. Disposition of Unfinished Business Pending before the Board and Its Committees at the Close of Business on April 22, 2010.

Background

Since the Board, by statute, is a continuing body, items of business pending before the Board at the close of its last business meeting of the year (April 22, 2010) are submitted to the Board at its annual organizational meeting for referral to the appropriate Committees or for other disposition, as the Board sees fit.

The items of business pending before the Board and its Committees at the close of business on April 22, 2010, are listed, arranged by Committee, below.

Recommendation

That the Board determine how it wishes to dispose of the pending items of business as listed below:

Item	**Authors**	**Subject**	**Introduced**	**History**
		AFP		
(1) 0809R-006	Falk	To implement a plan for offering telecommuting to staff throughout the District	5/29/2008	Carried over 4/28/09
(2) 0809R-029	Blewett	Develop and present to the Board a 5-year district facilities master plan in adherence to Administrative Policy 5.01, Facilities	10/23/2008	Carried over 4/28/09
(3) 0809R-032	Bonds	Develop a parking-management system for Central Services employees in all MPS-owned lots	11/20/2008	Carried over 4/28/09
(4) 0809R-039	Thompson, Petersons	Revise Employee Travel Policies and Procedures	1/29/2009	Carried over 4/28/09
(5) 0809R-047	Bonds	Recentralize the Safety Budget and Function	3/26/2009	Carried over 4/28/09
(6) 0910R-011	Blewett	Implement a voluntary furlough and calculate the amount of potential savings to be achieved through a voluntary 2-day furlough	6/25/2009	

	Item	**Authors**	**Subject**	**Introduced**	**History**
(7)	0910R-015	Bonds	To Create a Central Volunteer Office	7/30/2009	
(8)	0910R-024	Blewett	To Develop Individual School Safety Plans	10/22/2009	
(9)	0910R-040	Petersons	To develop a pilot plan to implement the use of solar swimming pool heaters.	2/25/2010	
			ISR		
(10)	0607R-014	Spence	Program-management-review process	10/30/2006	Carried over 4/25/07, 5/1/08; 9/8/09 — Held in Committee pending the Board's determination of how it wishes to proceed with this item.
(11)	0809R-012	Bonds	To develop and implement an exploratory program to enable students to pursue careers in the field of education	7/31/2008	Carried over 4/28/09
(12)	0809R-019	Bonds	Convert the District to a Year-round School Calendar	8/28/2008	Carried over 4/28/09
(13)	0809R-030	Petersons	To Earmark $32,100 for Field Trips to be Sponsored by the Milwaukee Board of School Directors	11/20/2008	Carried Over 4/28/09
(14)	0809R-043	Bonds	To Develop a City-Wide Alternative School for Chronically Disruptive Students	2/26/2009	Carried Over 4/28/09
(15)	0910A-001	Administration	Action on a Instrumentality Charter School Proposal from Burroughs Middle School	12/8/2009	12/8/09 — Held in Committee
(16)	0910R-004	Woodward, Bonds	To Develop a Grades 6-12 Program at Sarah Scott with a Green Focus	6/25/2009	
(17)	0910R-014	Bonds	To Develop a Virtual School for At-Risk Students.	7/30/2009	

	Item	**Authors**	**Subject**	**Introduced**	**History**
(18)	0910R-018	Falk	To cap the enrollment at Ronald Wilson Reagan College Preparatory School at 950 students per school-year	8/27/2009	
(19)	0910R-022	Miller, Blewett	To Move the Administration of the Parent Center Housed at the Walker Complex	9/24/2009	
(20)	0910R-026	Bonds	To Lease MPS Facilities to Non-Instrumentality MPS Charter Schools	10/22/2009	
(21)	0910R-029	Falk, Bonds	To Develop a Plan for Providing Alternatives to Suspension and to Expulsion.	11/19/2009	
(22)	0910R-030	Woodward	To Develop a Plan to Implement an International Baccalaureate Elementary School Program Option at Hopkins Elementary School	11/19/2009	
(23)	0910R-044	Blewett	To conduct a review of the status of city-wide and neighborhood specialty schools every five to seven years instead of annually.	3/25/2010	

LRP

(24)	0405R-033	Blewett	Analyze the IDEA funding coalition's mandatory funding proposal for the Individuals with Disabilities Education Act	10/28/2004	Carried over 4/25/05 4/27/06 4/25/07 5/1/08, 4/28/09
(25)	0405R-041	Blewett	Partnership with Private Schools to Lobby for Increased Federal funding for IDEA	11/23/2004	Carried Over 4/25/05, 4/27/06, 4/25/07, 5/1/08, 4/28/09
(26)	0708R-011	Thompson, *Goldberg*	Redirect a portion of staff time in the Office of Board Governance to Records-Management Activities	5/31/2007	Carried over 5/1/08, 4/28/09
(27)	0708R-017	Blewett, Bonds	Lobby the State for increased Funding for Drivers Ed Programs	6/28/2007	Carried over 5/1/08

	Item	**Authors**	**Subject**	**Introduced**	**History**
(28)	0809R-010	Thompson	To revise Administrative policy 3.03 to reduce the contingent fund to $500,000	6/19/2008	Carried over 4/28/09
(29)	0809R-022	*Morales*	Ask the State and Federal Governments to Waive the Requirement to Provide Transportation for Voucher and Non-MPS Charter School Students	8/28/2008	Carried over 4/28/09
(30)	0910C-001	David J. Guran	Requesting a Hearing Regarding Increasing the Public's Involvement in Meetings of the Milwaukee Board of School Directors and Its Committees	5/28/2009	
(31)	0910R-006	Bonds	To Revise the Maximum Number of Students Allowed in Any One High-School Building under Administrative Policy 5.01	6/25/2009	
(32)	0910R-023	Woodward	To Require That Items To Be Considered by the Board Be Submitted in a Timely Manner	10/22/2009	
(33)	0910R-028	Blewett	To Require that Reassignments of Principals and Assistant Principals be reported to the Board	10/22/2009	
(34)	0910R-034	Falk	To seek funding to enable Board members to attend the 2010 National School Boards Association Conference.	12/17/2009	
(35)	0910R-037	Voeltner	To revise Board rules to include a code of conduct towards members of the Public.	2/25/2010	
(36)	0910R-041	Blewett	To endorse the A Penny for Kids plan	2/25/2010	

PACE

(37)	0910C-005	Rosalyn McCray, Rogers Onick	Requesting a hearing regarding various educational issues.	2/25/2010	3/11/10 — Postponed at request of Dr. Rogers Onick
(38)	0910C-007	Thomas Phillipson	Requesting a hearing regarding the Language! Reading Program	2/25/2010	3/11/10 — Postponed at request of Mr. Phillipson

	Item	Authors	Subject	Introduced	History
(39)	0910C-008	Mike Langyel	Requesting a hearing regarding Standardized Testing at the early childhood level.	3/25/2010	
			SPB		
(40)	0708R-069	Blewett	To promote, enhance, and expand STEM (Science, Technology, Engineering and Mathematics) and Foreign Language programming	11/29/2007	Carried over 5/1/08, 4/28/09
(41)	0708R-078	Bonds	To establish a fiscal review area within the Office of Board Governance	1/31/2008	Carried over 5/1/08, 4/28/09
(42)	0809R-038	Falk	Replace Court Reporters at Meetings of the Board's Committees with Electronic Recording Systems	1/29/2009	Accomplished by FY10 budget amendment
(43)	0910R-010	Blewett	To Move Charter School Operations under the Office of Board Governance	6/25/2009	Accomplished by creation of Accountability Office

Separate consideration was requested of Items 1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 16, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 35, 36, 39, 40 and 42.

Director Spence moved to place the balance of the items on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

The items set aside were referred as indicated.

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B. Report of Resolutions Withdrawn during Board Year 2009-10

Board Rule 1.08 provides as follows:

> (5) Resolutions may be withdrawn by the author(s) at the committee level with the consent of the committee chair and the majority vote of that committee. Annually, at the Board's organizational meeting, the Board Clerk shall provide the Board with a listing of resolutions that have been withdrawn during the past year.

The Board Clerk is now reporting the list of resolutions that were withdrawn at their authors' request during the 2009-10 Board year:

(1) The Committee on Finance/Personnel (now the Committee on Accountability/Finance and Personnel) reported to the Board on October 22, 2009, that, at the request of President Bonds, the resolution's author, it had withdrawn Resolution 0910R-016 from further consideration.

(2) The Committee on Innovation/School Reform reported to the Board on February 25, 2010, that, at the request of Director Miller, the resolution's author, it had withdrawn Resolution 0910R-035 from further consideration.

This is an informational report, and no action is required.

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B. Annual Review of Board Compensation

Background

At its meeting on November 28, 2000, the Board set salaries of $18,121 per year for Board members and $18,667 per year for the Board President. The Board's action of November 28, 2000, also contained a provision that the Board's compensation be reviewed annually at the organizational meeting.

The compensation currently remains at the levels set by the November 28, 2000, Board action.

Recommendation

That the Board determine how it wishes to proceed with the review.

Director Falk moved to maintain the present compensation.

Director Spence moved a substitute, to decrease the salaries to the 1998 rates.

The substitute motion failed of adoption, the vote being as follows:

Ayes—Directors Petersons and Spence—2.

Noes—Directors Blewett, Falk, Miller, Voeltner, Woodward and President Bonds—6.

The question being on Director Falk's motion to maintain the present compensation, the motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Voeltner, Woodward and President Bonds—6.

Noes—Directors Petersons and Spence—2.

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NEW BUSINESS

(Item A) Transmittal of Tentative 2010-11 Board Calendars

The Board Clerk/Director, Office of Board Governance, presented to the Board for its review the tentative calendars of regular Board and committee meetings for 2010-11.

AFP=Committee on Accountability/Finance and Personnel; ISR=Committee on Innovation/School Reform; LRP=Committee on Legislation, Rules and Policies (scheduled at the call of the Chair); PACE=Committee on Parent and Community Engagement; SPB=Committee on Strategic Planning & Budget

All meetings are conducted in the Central Services Auditorium unless noted otherwise.

BOARD AND COMMITTEE MEETINGS—MAY 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	**3**	**4** 6:30PM — SPB	**5**	**6** 6:30 PM — SPB	**7** *Board members submit proposed amendments to OBG*	**8**
9 *Mother's Day*	**10**	**11** 6:30PM — ISR 7:30 PM. — SPB	**12** *Proposed budget and public hearing notice published in newspaper*	**13** 6:30 PM — PACE 7:30 PM — SPB	**14**	**15**
16	**17**	**18** 6:30 PM — AFP	**19**	**20** *Statutory public hearing on the FY11 Proposed Budget*	**21**	**22**
23/30	**24/31** **HOLIDAY (4/31/10) — Central Services Closed** *Memorial Day*	**25** *Board members submit proposed amendments to OBG or Finance by Noon*	**26**	**27** 6:30 PM Reg. Bd Mtg	**28**	**29**

BOARD AND COMMITTEE MEETINGS—JUNE 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	**2**	**3** *Special Board mtg. on budget adoption*	**4**	**5**
6	**7**	**8** 6:30 PM ISR	**9**	**10** 6:30 PM PACE	**11**	**12**
13	**14**	**15**	**16**	**17**	**18**	**19**
20 *Father's Day*	**21**	**22** 6:30 PM AFP	**23**	**24** 6:30 PM Reg. Bd. Mtg.	**25**	**26**
27	**28**	**29**	**30**			

BOARD AND COMMITTEE MEETINGS—JULY 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	**2**	**3**
4 *Independence Day*	**5** **HOLIDAY (Observed) Central Services Closed**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29** 6:30 PM — Regular Board Meeting	**30**	**31**

BOARD AND COMMITTEE MEETINGS—AUGUST 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10** 6:30 P.M ISR	**11**	**12** 6:30 P.M PACE	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24** 6:30 PM AFP	**25**	**26** 6:30 PM Regular Board	**27**	**28**
29	**30**	**31**				

BOARD AND COMMITTEE MEETINGS—SEPTEMBER 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	**2**	**3**	**4**
5	**6** HOLIDAY Central Services Closed *Labor Day*	**7**	**8**	**9** 6:30 PM PACE	**10**	**11**
12	**13**	**14** 6:30 PM ISR	**15**	**16**	**17**	**18**
19	**20**	**21** 6:30 PM AFP	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30** 6:30 PM Regular Board		

BOARD AND COMMITTEE MEETINGS—OCTOBER 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	**2**
3	**4**	**5**	**6**	**7**	**8**	**9**
10	**11** *Columbus Day*	**12** 6:30 PM ISR	**13**	**14** 6:30 PM PACE	**15**	**16**
17	**18**	**19** 6:30 PM AFP	**20**	**21**	**22**	**23**
24/31	**25**	**26**	**27**	**28** 6:30 PM Regular Board	**29** *Halloween*	**30**

BOARD AND COMMITTEE MEETINGS—NOVEMBER 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9** 6:30 PM ISR	**10** *Veteran's Day*	**11** 6:30 PM PACE	**12**	**13**
14	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23** 6:30 PM AFP	**24**	**25** HOLIDAY: Central Services Closed *Thanksgiving Day*	**26** HOLIDAY: Central Services Closed	**27**
28	**29** 6:30 PM Regular Board *(per Board Rule 1.02)*	**30**				

BOARD AND COMMITTEE MEETINGS—DECEMBER 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 6:30 PM PACE	10	11
12	13	14 6:30 PM ISR	15	16	17	18
19	20	21 6:30 PM AFP	22	23 HOLIDAY: Central Services Closed *Christmas Eve*	24 HOLIDAY: Central Services Closed *Christmas Day*	25
26	27 6:30 PM Regular Board *(per Board Rule 1.02)*	28	29	30 HOLIDAY: Central Services Closed	31 HOLIDAY: Central Services Closed *New Year's Eve*	

BOARD AND COMMITTEE MEETINGS—JANUARY 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 *New Year's Day*
2	3	4	5	6	7	8
9	10	11 6:30 p.m. ISR	12	13 6:30 p.m. PACE	14	15
16	17 *MLK Jr. Day*	18 6:30 PM AFP	19	20	21	22
23/30	24/31	25	26	27 6:30 PM Regular Board	28	29

BOARD AND COMMITTEE MEETINGS—FEBRUARY 2011						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		1	**2**	**3**	**4**	**5**
6	**7**	**8** 6:30 PM ISR	**9**	**10** 6:30 PM PACE	**11**	**12**
13	**14**	**15** 6:30 PM AFP	**16**	**17**	**18**	**19**
20	**21** *Presidents' Day*	**22**	**23**	**24** 6:30 PM Regular Board	**25**	**26**
27	**28**					

BOARD AND COMMITTEE MEETINGS—MARCH 2011						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		1	**2**	**3**	**4**	**5**
6	**7**	**8** 6:30 PM ISR	**9**	**10** 6:30 PM PACE	**11**	**12**
13	**14**	**15**	**16**	**17** *St. Patrick's Day*	**18**	**19**
20	**21**	**22** 6:30 PM AFP	**23**	**24**	**25**	**26**
27	**28**	**29**	**30**	**31** 6:30 PM Regular Board		

BOARD AND COMMITTEE MEETINGS—APRIL 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	**2**
3	**4**	**5**	**6**	**7**	**8**	**9**
10	**11**	**12** 6:30 PM ISR	**13**	**14** 6:30 P.M. PACE	**15**	**16**
17	**18**	**19** 6:30 PM AFP	**20**	**21** 6:30 PM Regular Bd.	**22**	**23**
24 *Easter*	**25**	**26** 6:30 PM Annual Organizational Mtg.	**27**	**28**	**29**	**30**

Director Blewett moved to approve the calendars with the following exceptions:

move the November AFP meeting to November 16 and the regular November Board meeting to November 18, 2010;

move the December ISR meeting to December 7, the AFP meeting to December 14, and the regular December Board meeting to December 16, 2010; and

move the April Organizational Meeting to April 26, 2011.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

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The Board adjourned at 7:10 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 27, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 7:13 PM.

Present—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Thompson—1.

The Assistant Board Clerk read the following call of the meeting:

April 26, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

A special meeting of the Board of School Directors will be held at 7:00 p.m. (or immediately following the Board's Annual Organizational meeting scheduled to begin at 6:30 p.m.) on Tuesday, April 27, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to confer with legal counsel regarding the Wisconsin Department of Public Instruction's notice of its decision to reduce administrative funds and to defer programmatic funds (ESEA) under U.S.C. §6311 through 6339; and

2. to continue the performance evaluation of the Board Clerk/Director, Office of Board Governance.

In regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

In regard to Item 2, above, and pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above.

The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Voeltner moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(g), to confer with legal counsel concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved; and pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, promotion, compensation or performance evaluation data regarding the Board Clerk/Director, Office of Board Governance.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

The Board retired to executive session at 7:17 PM.

The Board reconvened in open session at 8:20 PM.

With respect to Item 2, Director Falk moved that the Board authorize the contract with Lynne Sobczak as negotiated by President Bonds.

The motion prevailed, the vote being as follows:

Ayes—Diectors Blewett, Falk, Miller, Petersons, Woodward and President Bonds—6.

Noes—None.

Abstaining from voting—Directors Spence and Voeltner—2.

The Board adjourned at 8:24 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 18, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:00 PM.

Present—Directors Falk, Miller, Petersons, Spence (6:04 PM), Thompson, Woodward (6:13 PM), and President Bonds—7.

Absent and excused—Directors Blewett and Voeltner—2.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

May 17, 2010
Revised

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at-6:00 p.m. on Tuesday, May 18,2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive, to consider, and to take action on various Reports of the Independent Hearing Officers of the Board of School Directors (student expulsion reports); and
2. to confer with legal counsel regarding the Wisconsin Department of Public Instruction's notice of its decision to reduce administrative funds and to defer programmatic funds (ESEA) under U.S.C. §6311 through 6339.

With regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons.

In regard to Item 2, above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

With respect to Item 1, the Director, Office of Board Governance/Board Clerk presented 15 reports of the Independent Hearing Officers of the Board of School Directors:

Because more than 30 days will have passed between the regular April 2010 and May 2010 Board meetings, the 15 reports of the Independent Hearing Officers of the Board of School Directors for the following dates and times are attached for the Board's consideration and determination:

April 21, 2010, at 9:30 a.m.
April 21, 2010, at 11:30 a.m.
April 22, 2010, at 9:30 a.m.
April 22, 2010, at 11:30 a.m.
April 22, 2010, at 2:00 p.m.
April 23, 2010, at 9:30 a.m.
April 23, 2010, at 11:30 a.m.
April 23, 2010, at 2:00 p.m.
April 26, 2010, at 9:30 a.m.
April 26, 2010, at 2:00 p.m.
April 27, 2010, at 9:30 a.m.
April 27, 2010, at 11:30 a.m.
April 27, 2010, at 2:00 p.m.
April 28, 2010, at 9:30 a.m.
April 28, 2010, at 11:30 a.m.

These reports will be included in the monthly expulsion summaries for May 2010.

Director Spence moved to accept the reports of the Independent Hearing Officers.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson and President Bonds—6.

Noes—None.

With respect to Item 2, Director Thompson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson and President Bonds—6.

Noes—None.

The Board retired to executive session at 6:07 PM.

The Board adjourned from executive session at 6:25 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:08 PM.

Present—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Blewett—1.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

May 18, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Thursday, May 20, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive, to consider, and possibly to take action on the State of Wisconsin's second-round application to the U.S. Department of Education for Race to the Top funding.

LYNNE A. SOBCZAK
Board Clerk

Director Thompson moved to authorize the Board President to sign the Memorandum of Understanding regarding the Race to the Top application.

The motion prevailed, the vote being as follows:

Present—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes—None.

The Board adjourned at 6:23 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:30 PM.

Present—Directors Blewett (6:43 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

May 13, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Board of School Directors will meet at 6:30 p.m. on Thursday, May 20, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2011 School Operations, Construction, and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2011 budget at a special meeting on Thursday, June 3, 2010.

LYNNE A. SOBCZAK
Board Clerk

In accordance with Section 119.16(8)(a), Wisconsin Statutes, the Board proceeded to give public hearing on the proposed FY2011 School Operations, Construction, and Extension Fund budgets.

The Board concluded the hearing and adjourned at 7:57 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 27, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:33 PM.

Present—Directors Blewett (6:38 PM), Falk, Miller, Petersons, Spence (7:44 PM), Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence for Christiana Beal, a student at Fletcher Elementary, who died on May 2 in a car crash; Anika Holt, a senior at Rufus King High School, who died from asthma on May 6; and Trevor Gipson, a student at Elm Creative Arts, who was stuck and killed on May 7 when two vehicles collided.

AWARDS AND COMMENDATIONS

Excellence in Education Award — Carrie Paterson

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

Carrie Paterson
MPS Physical Education/Swim Teacher
Gaenslen

Carrie Paterson has dedicated 26 years to the children of Milwaukee Public Schools as a physical education/swim teacher. Ms. Paterson has always been an active person and believes she does her best thinking when she is moving. She knew in seventh grade that her future career would include passing on that belief.

Carrie's dedication to her profession, to her school, and, most important, to her students has earned her the admiration and respect of administration, peers, students, and parents. This has extended beyond Milwaukee Public Schools. In 2010, she was named the Wisconsin Adapted Physical Education Teacher of the Year and the AAHPERD Midwest Adapted Physical Education Teacher of the Year. She also received national recognition as one of six finalists for the National Adapted Physical Education Teacher of the year. Ms. Paterson has experienced many professional rewards during her career and considers the many "miracles" that happen in the pool every year for her students to be some of the greatest.

Ms. Paterson administers a model physical education program at Gaenslen K-8 School. She has worked diligently to align her curriculum with the National Physical Education Standards, the Wisconsin Department of Public Instruction's State Standards, and the MPS Learning Targets. Most of the students at Gaenslen are placed in inclusive settings, where Ms. Paterson differentiates instruction based upon the students' Individual Education Plans (IEPs).

Always one to remain on the cutting edge of her profession, Ms. Paterson has engaged in a variety of professional development activities. She has presented at national and state physical education conventions on topics including swimming and camping for special needs students. At the district level, she has presented best practices to physical education, classroom, and special education teachers.

Ms. Paterson enjoys involving the whole school in her program and takes a community approach to educating her students. She works directly with parents to show them how to successfully work with their children in an aquatic setting and has mentored many students and new teachers over the years.

Ms. Paterson shared the following reflection on her career:

> We are what we repeatedly do. I come every day open to learning new things, knowing each and every student is unique and will require me growing as much as them to help them reach their full potential.

The Milwaukee Board of School Directors and the entire school community recognize Carrie Paterson for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Presentation of the 2009-10 MPS Valedictorians and Salutatorians

This evening, the Milwaukee Board of School Directors will honor the following MPS Valedictorians and Salutatorians for their impressive academic accomplishments:

School	Valedictorian	Salutatorian
ALAS	Norma Reyes	Bianca Espinoza
Alliance School	Zebulon Hall	Nicole Mattson
Bay View	Lourdes Gill	Nita Sivongxay
Bradley Tech	Alejandro Mora	Samuel Alefsen
Community High School	Maixia Xiong	Chou Yang
Cornerstone Achievement Academy, Inc.	Kristionna Hare	Shalon Williams
Custer High School	Ray Blue	Korey Higgins
	Neva Henry	Ranetta Palmer
D.I.A.L	Guinevere Hicks	
Foster & Williams	Dominique Williams	Jasmine Moore
Genesis High School	Monique McGee	Jasmine Dempsey
	Kenneth Wade	
Grandview High School	Lenze Cannon	Alyson Forrest
	Miguel Opio	
Hamilton High School	Carla Echeveste	Dale Saari
Kilmer High School	Ryan Hajduch	

School	Valedictorian	Salutatorian
King High School	Joshua Evers Olivia Welk Lauren Miceli	
Lady Pitts High School	Janae Johnson	Quintara Peterson
Madison Academic Campus	Mai Lor	Kalia Xiong
MKE African American Immersion High	Jaquelle Williams	Curtis Barbour
Milw High School of the Arts	Meghan Kielpikowski Jana Wisniewski	Meaghan Clohessy
Milw Learning Laboratory & Institute	Joshua Philon	Misty Gray
Milw School of Entrepreneurship	Latia Parnell	Mahogany Jackson
Milw School of Languages	Alyssa Guthery	Trenice Ferguson
Montessori High School	Marissa Aronson	Tommy Walls, Jr.
New School for Community Service	Tequila Underwood	Jaleesa McKinnie
Northwest Secondary School	Kendra Claybrooks	
NOVA HS	Trayel West	Stacie Bridges-Whitlow
Pulaski High School	Carlos Marroquin	Taranpreet Kaur
Reagan College Prep	Brianna Bobber	Katherine Fex
Riverside University High School	Lauryn Beecher	Kong Xiong
School for Urban Planning & Architecture	Mario Ordaz	Tracy Richardson
South Division	Maryann Calderon	Tria Vang
Transition High School	Milan Outlaw	Kayla Rand
Veritas	Amy Schlueter	Yesenia Cuevas
Vincent High School	Bao Her	Nouchee Thor
WHS of Expeditionary Learning	Deranta Gordon	Quenita Ford
WHS of Information Technology	Muustafi Cali	Kao Seng Chang
WHS of Law, Education & Public Service	Steven Labiessiere	Mapala Lee
W.E.B. DuBois	Dominique Heaggan-Brown	Ashley Washington
Wisconsin Career Academy	Claudia Sithy Amanda Conway	Ryan Graef
Wisc. Conservatory of Lifelong Learning	Soua Lor	Sandra Dorazil

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Other Awards and Commendations

Students

Mai Lor, senior at Madison High School, and Nouchee Thor, a senior at Vincent High School, have been selected to receive a Kessler Student Leadership Scholarship, which provides $1,000 to the University of Wisconsin-Milwaukee. This is the sixth year that Judge Joan Kessler and State Representative Frederick P. Kessler have provided this scholarship.

Schools

Cooper and Thoreau elementary schools will receive a Gold Governor's School Health Award at a reception on Thursday, May 27, 2010. Achieving this award signifies the school's commitment to building a school environment that enables students to achieve their full academic potential as well as support them in developing lifelong healthful behaviors.

Staff

Congratulations to MPS's own Lauren Baker on being named one of Milwaukee's "Women of Influence for 2010" by the *Business Journal* for her innovative work in science, technology, engineering, and mathematics education (STEM).

Ms. Baker was also named Board Member of the Year by WTCS!

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At this month's regular meeting of the Milwaukee Board of School Directors, President Michael Bonds will present Lynne A. Sobczak, Board Clerk/Director, Office of Board Governance, with a pin commemorating her 25 years of service to the Milwaukee Public School. During her tenure with MPS, Lynne has served as a math teacher, guidance counselor, learning coordinator, and Board Clerk and Director of the Office of Board Governance.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 20 and 22, 2010, were approved as printed.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Confirmation of the Appointment of the Board's Representative to the Library Board

Office of
Board Governance

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

At the Milwaukee Board of School Directors' 2010 Organizational Meeting on April 27, 2010, President Michael Bonds, having announced that he had chosen not to serve as the Board's representative on the Library Board, nominated Director Bruce Thompson to represent the Board in his stead. The Board approved his nomination at that time.

Board Rule 1.17(6), however, states as follows:

> The President is a member *ex officio* of the Library Board as of his/her election to the presidency. If he/she advises the Board that he/she elects not to serve as a member *ex officio* of the Library Board, the Board shall ***at the next regular meeting*** *[emphasis added]* by roll-call vote elect one of its other members to serve as a member *ex officio* of the Library Board.

It is the recommendation of the Board Clerk that, in order to comply with Board Rule 1.17(6), the Board confirm the action taken at its 2010 Organizational Meeting by voting to elect Director Bruce Thompson as its representative on the Library Board at this time.

Sincerely,

Lynne A. Sobczak
Board Clerk/Director, Office of Board Governance

Director Falk moved to approve the recommendation.

The appointment was approved by consensus.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Board Clerk presented 45 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of the Independent Hearing Officers of April 29 and 30, 2010, and May 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes — None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a request to waive Administrative Policy 5.01(8)(B), to close the Milwaukee Education Center's middle-school program at the end of the 2009-10 school year, and to authorize negotiations to expand the WORK Institute's Instrumentality Charter School Contract to include grades 7 and 8 for the 2010-11 and 2011-12 school years;

Accountability/Finance and Personnel Committee, Report Number 1, Item 4, action on prevailing wage rates;

Accountability/Finance and Personnel Committee, Report Number 1, Item 6, an update and action on proposed organizational changes related to accountability;

Accountability/Finance and Personnel Committee, Report Number 2, Item 1, hearing, deliberation, and action in the matter of an appeal of disciplinary action under Part IV, Section N(1)(E)(1) of the Contract Between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers;

Strategic Planning and Budget Committee, Item 1, action on amendments to the Superintendent's proposed FY11 Budget; and

Strategic Planning and Budget Committee, Item 2, action on the Superintendent's proposed FY11 Budget, as amended, including the budgets for the School Operations, Construction, and Extension Funds.

On the motion of Director Blewett, the balance of the Committee reports was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes — None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration:

Administration's Report

1. Service Information (Data collected annually reflect cumulative total activities that began on July 1, 2009)

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed Needs Identified	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	138	83%	1	100%
Sept	17,630	171	80%	2	100%
Oct	17,131	274	71%	49	59%
Nov	17,196	618	66%	344	71%
Dec	17,328	1,091	63%	802	74%
Jan	17,565	1,756	62%	1,243	75%
Feb	17,680	2,306	60%	1,597	76%

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed Needs Identified	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Mar	17,899	2,739	59%	1,972	76%
April	18,109	3,346	58%	2,441	76%
May	18,254	3,971	57%	2,812	76%

2. Special Services Information-Management System (SSIMS) Report as of April 1, 2010

- Validated the Continuous Improvement Focused Monitoring (CIFM) reports for final publishing.
- Continued the SSIMS/Encore trainings for all special services staff and new special services staff and drop-in HELP sessions for all staff.
- Continued sessions with Spectrum K12 School Solutions for the updates to the SSIMS/ Encore application, which include the latest federal and state mandates and district modifications.

* * * * *

(Item 2) Report on Communication 0910C-008 from Mike Langyel, President of the Milwaukee Teachers' Education Association, Requesting a Hearing Regarding Standardized Testing at the Early Childhood Level

Background

1. At its meeting on March 25, 2010, the Board referred the following communication to the Committee on Parent and Community Engagement.

March 10,2010

Dr. Michael Bonds President
Milwaukee Board of School Directors
Milwaukee Public Schools
PO Box 2181
Milwaukee WI 53201-2181

Dear President Bonds:

The early childhood teachers in Milwaukee Public Schools need to express their deep concerns over the increase in standardized testing at the early childhood level.

Over the past two years, members of the MTEA Early Childhood Committee have met with administrators in early childhood to determine ift here is any way to curb the amount of testing that occurs at the K 4 and K5 level.

Many of our leaders say that they and their colleagues are administering some standardized tests as much as ten (10) times a year. They report that not only are some of these tests developmentally inappropriate, but they drain teachers of valuable skills they will need to move through the rest of their early years in school. K4 and K5 students are not being allowed play time (which is an extremely important part of their developmental process) in order to provide time for seat work on vocabulary and math problems.

Early childhood teachers fear that this obsession with fill-in-the-bubble testing and the intense push- . down of curriculum is actually doing far more harm than good.

Therefore the MTEA is requesting a public hearing before the Board so that all Board members may hear directly from the educators about the dangers around this standardized testing trend.

Sincerely,

Mike Langyel
MTEA President

2. At its annual organizational meeting on April 27,2010, the Board carried this item over for consideration during the 2010-11 school year.

Committee's Report

Your Committee reports having given hearing to Mr. Langyel and other interested parties.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Follow-up Report on Resolution 0809R-023 To Develop Social and Emotional Learning Targets for All Grade Levels That Do Not Currently Have Such Targets

Your Committee reports having received the following informational report from the Administration.

Background

At its meeting on October 22, 2009, the Board adopted Resolution 0809R-023 by former Director Morales:

WHEREAS, Milwaukee Public Schools developed learning targets for each subject area to ensure that all teachers focus on developing in their students the same skills and concepts for each grade level; and

WHEREAS, The objective of learning targets is to ensure that all children can enjoy high-level learning experiences; and

WHEREAS, Students' emotional conditions such as her personality, self-awareness, and ability to empathize, self-motivate, and manage feelings have a direct impact on how they see themselves as, and behave as, learners; and

WHEREAS, Students' negative emotional conditions such as fear of failure, lack of motivation, and the inability to manage their feelings have a negative effect on their ability to learn; and

WHEREAS, Social interaction is at the heart of effective learning because no child learns in isolation; and

WHEREAS, The character of a student is shown through his or her personality — by the way he or she thinks, feels, and behaves; and

WHEREAS, If a student's personality is inflexible, maladaptive, and anti-social, the student will not learn and will not contribute to the classroom in a way that is positive, proactive, or fulfilling; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop social and emotional learning targets for all grade levels that do not currently have such targets; and be it

FURTHER RESOLVED, That the social and emotional targets be modeled after the learning targets currently in place.

Administration's Report

1. The Board's action directed the Administration to report back to the Board relative to the role of Positive Behavioral Interventions and Supports (PBIS) in connecting the existing work of Health and Wellness, Student Services, and Support Services to enhance children's social and emotional health.

2. During the month of January, all schools were directed to watch the PBIS video "PBIS in MPS." School staff members were then to discuss and vote on whether or not to apply to be part of the second cohort, following guidelines agreed upon by the Milwaukee Teachers' Education Association (MTEA). Schools that were not part of the first cohort of 30 PBIS schools could apply to be part of the second cohort of PBIS schools. Schools that had applied to be part of the first cohort of 30 schools, and were not selected, had an automatic spot in the second cohort, which they could choose to opt out of if they so desired. 55 schools applied and were accepted into the second cohort of PBIS schools.

3. Professional development is a critical component of PBIS. Each level of intervention, or Tier, in PBIS requires three days of professional development for each school team. MPS uses the same trainers from the PBIS Illinois Network as does the Wisconsin Department of Public Instruction. The summary of professional development for PBIS provided so far is as follows:

a. PBIS Cohort 1 (30 schools) received three days of Tier 1/Universal training on the following dates:

(1) May 19 and 20, 2009

(2) August 24 and 25, 2009

(3) August 27, 2009 — school team facilitators and external coaches

(4) December 14 and 15, 2009

(5) December 16, 2009 — school team facilitators and external coaches

b. PBIS Cohort 1 (28 schools) received the first day of Tier 2/Secondary training on February 1 and 2, 2010.

c. PBIS Cohort 2 received two days of Tier 1/Universal training on the following dates:

(1) February 4 and 5, 2010

(2) March 4 and 5, 2010

d. Professional development for the PBIS external coaches and supervisors was provided on the following dates:

(1) August 26 and 27, 2009

(2) December 16, 2009

(3) February 3, 2010

(4) March 3, 2010

e. Professional development on Tier 2/3 intervention systems was provided by Dr. Lucille Eber, Director of the Illinois PBIS Network, to district administrators, community partners, parent representatives, and Cohort 1 principals on February 26, 2010. The intent of this professional development was to help foster communication and collaboration across departments and among various intervention programs and supports to help develop a more uniform and systematic approach to providing students the help they need.

4. The implementation plan of PBIS is critical to its success. To ensure the success of PBIS, the district has been developing the infrastructure to support the initiative. Extensive collaboration across departments, within the schools, and with the MTEA has been used to develop the infrastructure. The following are examples of collaboration:

a. The Department of Parent and Student Services collaborated with the MTEA through the Safety and Discipline Labor Management Committee, beginning in 2008, to develop a district roll-out plan for PBIS.

b. The Department of Parent and Student Services collaborated with Special Services to help with the initial roll-out and the professional development in May for the Cohort 1 schools and provided the FTE's for the PBIS External Coaches.

c. Beginning in the spring of 2009, the Department of Parent and Student Services collaborated with the Departments of Technology, School Safety, and Research and Assessment to develop five specific PBIS reports located on the Data Warehouse.

d. Beginning in the spring of 2009, the Department of Parent and Student Services collaborated with the Department of Technology, the MTEA, School Safety, the School Implementation Team, and the Cohort 1 schools to redesign the Incident Referral Form.

e. Beginning in the summer of 2009, the Department of Parent and Student Services collaborated with the Division of Communications and Public Affairs to develop a PBIS logo, informational posters for schools, informational postings in the *Directions* book, the "PBIS in MPS" video, and a district-wide email newsletter about PBIS.

f. Currently the Department of Parent and Student Services is collaborating with a number of different departments involved in the Response to Intervention initiative through the Policy Committee, the Leadership Committee, and the Steering Committee on the implementation of an intervention-tracking software program.

g. Currently the Department of Parent and Student Services is collaborating with the Division of Research and Assessment on an evaluation of PBIS in MPS.

5. PBIS takes three to five years to fully implement in a school. Cohort 1 schools have completed just one semester of implementation of Tier 1/Universal Interventions. During the last week of February 2010, the following data on suspensions at the Cohort 1 schools were taken from the Data Warehouse and Dashboard:

a. 17 of the 30 schools (57%) have lower or the same total numbers of suspensions when compared with the prior year to date.

- Of the schools that increased, five schools had total increases of 16 or fewer suspensions each.
- Two of the schools that have increased suspension totals have single-digit suspension rates.

b. 24 of the 30 schools (80%) have reduced the number of the suspensions due to learning environment violations, when compared with the prior year to date. Of the schools that had increases, two schools had total increases of less than 3.1 percentage points each.

c. 22 of the 30 schools (73%) have reduced the percentage of students suspended (suspension rate) when compared with the prior year to date. Of the schools that had increases, four schools had total increases of less than 1.3 percentage points each.

d. 24 of the 30 schools (80%) have increased the attendance rate, when compared with the prior year to date. All of the high schools, middle schools, and 6-12 schools had improved attendance rates.

6. PBIS impacts on the entire learning environment. To get a more complete picture of the impact of PBIS, schools in the first cohort were looked at for improvement across the four different data categories (attendance rate, suspension rate, total suspensions, and suspensions due to learning environment violations). The results are as follows:

a. 29 of the 30 schools (97%) have shown improvement in one or more categories, when compared with the previous year to date.

b. 25 of the 30 schools (83%) have shown improvement in two or more categories, when compared with the previous year to date.

c. 20 of the 30 schools (67%) have shown improvement in three or more of categories, when compared with the previous year to date.

d. 13 of the 30 schools (43%) have shown improvement in all four categories, when compared with the previous year to date.

* * * * *

(Item 2) Informational Report Regarding the 2009 MPS Youth Risk Behavior Survey

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Youth Risk Behavior Survey (YRBS), conducted in public schools nationwide every two years, is a critical measure of health-risk behaviors in young people. The national effort is coordinated by the U.S. Centers for Disease Control and Prevention (CDC) which includes 48 states, six U.S. territories, two tribal governments, and 22 of the largest urban school districts, Milwaukee Public Schools receives a grant from the CDC to administer the YRBS to middle- and high-school students. In Milwaukee, the survey is a joint effort between Milwaukee Public Schools and the University of Wisconsin-Milwaukee. In 2009, 4,486 students in grades 6 to 12 completed the YRBS.

2. Students respond to questions about their habits, relationships, and behaviors. The information is divided along eight topics:

- protective assets (support systems);
- traffic safety;
- weapons and violence;
- suicide;
- tobacco, alcohol, and other drugs;
- sexual behavior: and
- nutrition and exercise.

3. MPS implements the YRBS in order to

- monitor critical health behaviors of youth;
- help develop and improve programs and policies for youth;
- identify health disparities impacting on youth; and
- provide reliable trend data.

MPS uses the YRBS data to show the needs of MPS students in grant applications. As an example, the MPS Wellness and Prevention Office has used the YRBS data in the needs statements in its applications for all 17 grants that the Office manages.

4. MPS uses the YRBS to maintain effective partnerships and to disseminate the weighted YRBS data to local, state, and national agencies. Local, state, and national stakeholders can then use the weighted YRBS data to review, revise, and implement improved policy, curricula, and programs in order to reduce high-risk behaviors and negative health outcomes among Milwaukee's school-age youth. The sharing of this data will help MPS reach out to parents and community members to show the needs of the students in MPS and to develop additional partnerships to address those needs.

5. Some of the agencies with which MPS shares the data are:

- University of Wisconsin-Milwaukee;
- Milwaukee Health Department;
- Children's Hospital of Wisconsin;
- the Medical College of Wisconsin;
- Children's Health Education Center;
- United Way of Greater Milwaukee;
- Milwaukee Teen Pregnancy Prevention Network;
- the Boys and Girls Club; and
- the Wisconsin Department of Public Instruction.

The programs provided by these partners have become more effective because they were able to make data-driven decisions.

6. MPS will be providing the community with an executive summary of the YRBS. The entire 2009 Youth Risk Behavior Survey, in the form of two reports — one about middle-school students, and the other about high-school students — is available for viewing and download at the MPS Wellness and Prevention Office's web site at http://wellnessandpreventionoffice.org/

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(Item 3) Action on a Request To Waive Administrative Policy 5.01(8)(B), To Close the Milwaukee Education Center's Middle-school Program at the End of the 2009-10 School Year, and To Authorize Negotiations To Expand the WORK Institute's Instrumentality Charter School Contract To Include Grades 7 and 8 for the 2010-11 and 2011-12 School Years

Background

1. The district's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2009, operational cost for excess space has been reduced by $5.7 million.

2. On October 23, 2008, the Milwaukee Board of School Directors took action to close the Milwaukee Education Center (MEC) facility, located at 227 W. Pleasant Street, and to relocate the MEC middle school to the Douglas facility, located at 3620 N. 18th Street, to be effective with the 2009-10 school year. At the same time, the Milwaukee Board of School Directors took action to relocate WORK Institute, a grades 9-12 instrumentality charter school, to the Douglas facility also.

3. On March 25, 2010, the Milwaukee Board of School Directors took action to remove the citywide specialty designation for MEC, to be effective with the 2011-12 school year.

4. Under-enrolled and under-performing schools dilute the impact of the district's resources. On September 24, 2009, the Superintendent reported to the Milwaukee Board of School Directors that 14 schools that had September 2009 enrollments below 90% of their projections and have academic performance profiles consistently below the district average or varying academic performances would be reviewed for closure effective at the close of this school year. MEC was included in the list of schools with academic performance consistently below the district average.

5. The Administration is now recommending the closure of MEC's middle-school program and the implementation of contract negotiations to expand the WORK Institute's instrumentality charter school contract to include students in grades 7 and 8 for the 2010-11 and 2011-12 school year in order to accommodate any current grades 6 and 7 MEC students who wish to complete their middle-grades education at the Douglas campus.

Administration's Analysis

6. The student-enrollment data supports the recommendation.

Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010 (Projection)
Enrollment	884	896	883	857	837	769	711	705	638	667	296*	295

**relocation to Douglas facility*

7. MEC provides a grades-six-through-eight educational program. As of May 3, 2010, there are 208 students enrolled for the 2010-11 school year (15 grade-six students, 79 grade-seven students, and 114 grade-eight students). Sixty-one (29%) of the students enrolled for the 2010-11 school year are students with special education needs. The official September 2009 MEC enrollment was 296 students (73 grade-six students, 108 grade-seven students, and 115 grade-eight students). Eighty-six (29%) of the students have special education needs. Transportation is currently provided to 245 students (82.8%) at an FY10 cost of $349,694. The FY11 projected transportation cost is $332,647.

8. Given a Fall 2010 enrollment projection of 295 students, a current enrollment of 208 students for the 2010-11 school year, and a grade-six Fall enrollment of 15 students, the Administration projects that the official September 2010 MEC enrollment could be 150 students. The situation is further complicated by the fact that MEC follows the year-round calendar: students would need to be enrolled and attending in early August 2010 to benefit from a full year of instruction.

9. An analysis of the MEC FY11 projected enrollment, along with the current significant shortfall and fiscal resources, completed by the Administration and the principal has determined that the FY11 funding for MEC will not supply enough resources for adequate educational programs. Delaying action until the official September 2010 enrollment is known would most probably result in a need to close the school at that time and to reassign staff and students. That course of action would be highly disruptive and costly for students, parents, and staff.

10. In 2007-08 and 2008-09, MEC was a low-value-added, low-attainment school in reading and mathematics (see the value-added and Wisconsin Knowledge and Comprehension Exam — Criterion-Referenced Test [WKCE-CRT] graphs relative to proficiency levels in reading and mathematics, as attached to the minutes of your Committee's meeting). MEC is currently a Level 5 School Identified for Improvement (SIFI) under the No Child Left Behind (NCLB) criteria.

11. Letters went home to MEC parents/guardians on April 22, 2010, regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for April 27 at MEC. Parents and guardians have also been informed of the May 11, 2010, meeting of the Committee on Innovation/School Reform and the opportunity to provide testimony at a public hearing at that time. Parents have been informed of the opportunity for MEC students currently in grades 6 and to enroll in WORK Institute's instrumentality charter school to complete their middle-grades education at the Douglas facility and to transition into the WORK Institute high-school program at grade 9, if desired.

12. A MEC staff meeting was held on April 22, and a meeting of the school governance council was held on April 27, to discuss the Administration's recommendation to the Milwaukee Board of School Directors.

13. The WORK Institute's instrumentality charter school contract calls for up to 400 students to be enrolled in grades 9-12. The projected enrollment for 2010-11 is 235 students. The school is willing to enroll current 6th- and 7th-grade MEC students for the 2010-11 and 2011-12 school years to enable the

students to complete their middle-grades education at the Douglas campus. It is expected that approximately 140 students currently enrolled at MEC in grades 7 and 8 in 2010-11 will choose to attend WORK Institute.

14. The current charter school contract with WORK Institute expires in June 2012. At this time, it is WORK Institute's intent to return to the grades 9-12 grade span, beginning with the 2012-13 school year, after the current 6th- and 7th-grade MEC students have transitioned to high school.

15. A WORK staff meeting was held on April 22, 2010, a school governance council meeting on April 26, and a parent meeting on April 27 to discuss the Administration's recommendation to the Milwaukee Board of School Directors.

16. Four current MEC special education classes will be moved to WORK Institute to accommodate current 6th- and 7th-grade MEC students with special education needs (see the Wisconsin Knowledge and Comprehension Exam — Criterion-Referenced Test [WKCE-CRT] graphs relative to proficiency levels in reading and mathematics, attached to the minutes of your Committee's meeting).

Strategic Plan Compatibility Statement

17. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

18. Closing of the Milwaukee Education Center's middle-school program will require a waiver of Administrative Policy 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…" The recommendation meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as they relate to the closing of a school program.

Fiscal Impact Statement

19. Because the Administration is not recommending the closure of the other two schools currently located in the Douglas facility — DIAL (Downtown Institute of Arts and Letters) and WORK Institute — there will be no resulting operational savings from closing of the Milwaukee Education Center's middle-school program to be shared by all schools in the district.

20. Following approval by the Milwaukee Board of School Directors, including the approval of an amendment to the charter school contract with WORK Institute, the Administration will eliminate MEC's proposed FY11 school budget and create the WORK Institute's middle-grades FY11 school budget. The budget will be in place by July 1, 2010, and presented to the Milwaukee Board of School Directors for approval as part of the final adopted budget in late October 2010.

Implementation and Assessment Plan

21. Upon the Board's approval, the North cluster system-of-support team will assist the MEC's school community with all of the activities required to close the school program and identify Fall placements for all of the children. Parents of current 6th- and 7th-grade MEC students will be encouraged to enroll their children in the WORK Institute instrumentality charter school located in the Douglas facility.

22. The Administration will make the necessary adjustments to student assignments and transportation.

23. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b) to allow for the closure of the Milwaukee Education Center's middle-school program, to be effective at the end of the 2009-10 school year;
2. close the Milwaukee Education Center's middle-school program, 3620 N. 18th Street, at the end of the 2009-10 school year;
3. authorize the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, to negotiate with representatives from the school and draft an amendment to WORK Institute's current instrumentality charter school contract to include 7th- and 8th-grade students in the 2010-11 and 2011-12 school years; and
4. direct the Administration, as an alternative, to engage DIAL and to ask if there is any possibility that DIAL would consider a 6th-through-12th-grade program.

The Superintendent requested consideration of the following recommendations:

1. Mutually terminate the DIAL Instrumentality Charter School's contract, effective June 30, 2010;
2. merge the DIAL high-school program and the MEC middle-school program to form a grades 7-12 traditional school for the 2010-11 school year to be expanded to a grades 6-12 school beginning with the 2011-12 school year. Use the current MEC site number for the merged school;
3. reassign to other schools the 15 students who have registered for grade six at MEC for the 2010-l l school year;
4. convert the newly merged school to follow the traditional calendar, beginning with the 2010-11 school year, to allow for maximum student recruitment, full-year student attendance, and fiscal stability;
5. develop a rigorous academic program to ensure high levels of student achievement;
6. plan for a 2010-11 grades 7-12 enrollment of 350 students (152 in grades 7 and 8, 198 in grades 9-12);
7. include a consolidation incentive of $75,690 in the newly created MEC FYll Fall adjustment budget. The incentive would be provided to the school for three years;
8. direct the administration to report back to the Board in March 2011 on the enrollment projection after the three-choice enrollment process has been completed for the 2011-2012 school year.

Director Falk moved to approve the Superintendent's recommendations, with the addition of a ninth recommendation:

9. no later than the October 2010 Board cycle, the MEC community should come in with a proposal for a new name.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 4) Informational Report on the Comprehensive Literacy Plan

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. At the district's request, the Wisconsin Department of Public Instruction (DPI) directed MPS to develop and submit a Comprehensive Literacy Plan (CLP) as a required element of the DIFI (District Identified for Improvement) Corrective Action plan. The CLP outlines the targeted components and procedures that will allow MPS to enhance student performance in literacy in all classrooms and schools across the district.

2. The *MPS Comprehensive Literacy Plan* was developed in response to the 2008 External Literacy Review report, the work of the Literacy Self-Study Committee, and the MPS Strategic Plan's reading goal of designing a plan of action to increase reading achievement in pre-K through grade 12 . As a key component of literacy reform in MPS, this framework is designed to guide the development of consistently high-quality instruction, assessment, and professional development in literacy across the district in pre-K through grade 12. This grade-specific and cross-department document represents the work of school and district staff and community and university partners.

3. The *Comprehensive Literacy Plan* is research- and evidence-based and aligned to the *Kindergarten to Grade 12 Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science*. It is centered around the work and findings of the International Reading Association and the National Council of Teachers of English, Robert Marzano (*Building Background Knowledge for Academic Achievement* and *Classroom Instruction That Works*), the National Reading Panel, the National Institute for Literacy, the Partnership for 21st Century Skills, *Reading Next*, *Writing Next*, and the National Center for Education Evaluation and Regional Assistance: Institute of Education Sciences.

4. The *Comprehensive Literacy Plan* identifies what is recommended in daily practice for reading and writing instruction at each grade level. Aligned with the MPS Comprehensive Literacy Framework, state standards, and research-based best practices, the Plan employs explicit, intentional, and differentiated instruction centered on the needs of all students. Its main purpose is to address rigor in curricular content and the manner in which the content is delivered. Curricular coherence demands an articulation of detailed practices that must be implemented in grade levels and classrooms across the district.

5 MPS submitted drafts of the CLP to DPI on June 1, 2009; October 29, 2009; March 1, 2010; and March 24, 2010. A final version of the CLP was submitted on May 3, 2010.

* * * * *

(Item 5) Action on Requested Allocations of Additional Behavioral Reassignment Seats to Assata, Career Youth Development, Lad Lake Synergy Middle and High School, and Project Excel for the Remainder of the 2010 School Year

Background

1. Partnership schools are private agencies that contract with MPS under Section 118.153, the Wisconsin Children At-Risk Act. Behavioral reassignment seats were established to provide education and services to students who are being removed from MPS schools for behavioral problems. The students are usually assigned for one semester or more to schools with behavioral reassignment seats.

2. Over 247 partnership school seats were cut from the 2009 budget. The loss of these seats had a serious impact on our ability to service the needs of the students. The remaining unallocated seats were insufficient; therefore, additional behavioral reassignment seats are being requested.

Administration's Analysis

3 On June 25, 2009, the Board authorized funds for Assata, Career Youth Development, and Lad Lake Synergy Middle and High School to provide a quality alternative educational placement for MPS students.

4. On April 22, 2010, the Administration requested 150 behavioral reassignment. After the Board gave its approval, the Administration determined that the approved number of behavioral reassignment seats should be redistributed by adding another school site, Project Excel, to the list of accepting schools. In addition, it is suggested that five of the 150 total seats be held in reserve for any of the four school sites site that may need additional seats by the end of June 2010.

a. There is currently a balance in the Safety Supplement's equipment account. As the use of behavioral reassignment seats should improve the safety of the school, the Administration is requesting that $95,000 be transferred to partially offset the cost of the seats.

b. In a separate item, the Administration is requesting authority to spend $250,000 from the Contingent Fund to help pay for 100 additional behavioral reassignment seats. No Contingent Fund transfers have been made in FY10. At its meeting on August 27, 2009, however, the Board of School Directors directed that $250,000 of the Contingent Fund be reserved for the purpose of possibly seeking independent legal counsel, should the Board wish advice or need legal representation in litigation over any attempt to change state law to allow takeover of the governance of the Milwaukee Public Schools from the elected Board of School Directors.

c. The Administration has reviewed the unspent funding set aside for general education assistants and their training and has determined that not all the funds will be spent by the end of the year. Currently, only 31 staff members of the 56 budgeted are being charged to the account; therefore, the Administration is requesting that $60,801 be transferred to partially offset the cost of the seats.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High School graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth-graders will graduate in four years.

Statute, Administrative Policy or Board Rules Statement

6. The recommendation adheres to the provisions of Wisconsin Statutes, §115.85, and the MPS standards for contracting with alternative partnership schools.

Fiscal Impact Statement

7. This item authorizes expenditures of $405,801 for a total of 150 pro-rated behavioral reassignment seats at Assata, Career Youth development, Lad Lake Synergy Middle and High School, and Project Excel. There will be 50 seats needed from March through June at a cost of $178,956. One hundred seats will be needed from April through June at a cost of $226,845.

8. Funds of $405,801 will be transferred to ARC-0-I-AGN-1S-ECTV (Agency Programs — Contract Services — At Risk) from the following accounts:

- $95,000 from OBA-0-0-CRR-DW-EEQ5 (Safety Supplemental — Equipment);
- $250,000 from SCF-0-0-CSF-DW-ECTG (Contingent Fund Account);
- $37,347 from GEN-0-S-SSF-DW-ESEA5714; and
- $23,454 from DWC-0-0-SSF-DW-EEBN (School Special Funds — general education assistant staff and benefits).

9. Providing the funding for the additional behavioral reassignment seats reduces funds that were to be used to help offset the reduction of FY10 SAGE funding. The shortfall became known in November 2009, when the state of Wisconsin reduced the per-pupil reimbursement rate from $2,237 in FY09 to $2,079 in FY10, a decrease of $158 per eligible student. The total SAGE shortfall for FY10 is $2,312,804.

Implementation and Assessment Plan

10. Assata, Career Youth Development, Lad Lake Synergy Middle and High School, and Project Excel shall establish to the satisfaction of MPS that they have complied with the performance standards specified in their contracts. Five of the 150 total seats will be held in reserve for any of the four school sites which may need additional seats by the end of June 2010.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve a total of 150 additional BR seats to be allocated over three months — 50 seats from March to June 2010 and an additional 100 seats from April to June 2010. Five of these seats will not be designated to any one of the four school sites listed, but rather will be held for use until June 2010, as requested. The chart below indicates how the seats would be allocated to each partnership school site.

	FTEs					
School	At-Risk	BR	COS	March-June 2010	April-June 2010	Total Requested
Assata	104	0	15	15	25	25
CYD	16	124.5	10	10	25	25
Synergy	30	155	16	25	25	25
Project Excel				0	20	20
Seats not allocated to any one site					5	5
TOTAL	150	279.5	41	50	100	150
COST				$178,956	$226,845	$405,801

2. authorize funds of $405,801 to be transferred to ARC-0-I-AGN-1S-ECTV (Agency Programs — Contract Services — At Risk) from the following accounts:

   - $95,000 from OBA-0-0-CRR-DW-EEQ5 (Safety Supplemental — Equipment);
   - $250,000 from SCF-0-0-CSF-DW-ECTG (Contingent Fund Account);
   - $37,347 from GEN-0-S-SSF-DW-ESEA5714; and
   - $23,454 from DWC-0-0-SSF-DW-EEBN (School Special Funds — general education assistant staff and benefits).

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on a Request To Amend Charter Schools' Contracted Full-Time-Equivalent (FTE) Seats

Background

1. The Milwaukee Board of School Directors is authorized to establish charter schools under the Wisconsin Charter School Law, sec 118.40, Statutes. The Board may renew a charter school's contract for one or more terms, each not to exceed five school years.

2. When a petition or proposal is submitted to the Office of Board Governance, it includes the anticipated contract number for the school over a five-year period.

Analysis

3. Each year, the Department of Finance projects the budgeted number of FTEs (full-time-equivalent seats) for schools, based on an average between the September projected enrollment and a January projected enrollment. The January projected enrollment is developed based on a three-year history of the relationship between the internally verified September and January state aid enrollment counts for the school, which is then applied to the September projected enrollment.

4. Several of the charter schools' enrollments do not match their initial contracted FTEs at this time for various reasons, such as decreased enrollment, facility accommodations, and changes in governance structures.

5. In the Fall of 2009, Diversified Community Schools began investigating and comparing the September third-Friday counts with the contracted numbers and found that there were often variances between the two numbers.

6. In the Spring of 2010, Charter School Services worked with the charter schools and encouraged them to analyze their contracted FTEs and their actual enrollments to make sure that they were aligned.

7. After the analysis, all charter schools were given the opportunity to request modifications to their contracted numbers of FTEs so that they would more accurately reflect the actual enrollments which the schools are able to recruit and enroll.

8. The following table summarizes the modifications requested in writing by the schools:

School	Year	Contract FTEs	
		Current	Requested
Instrumentality Charter Schools			
Audubon HS	2010-11	175	215
	2011-12	225	215
	2012-13	200	215
Audubon MS	2010-11	860	680
Fairview	2010-14	593	625
Kosciuszko Montessori	2010-11	500	200
Humboldt Park	2010-14	578	584
IDEAL	2010-11	205	215
PLI	2010-13	125	150
Whittier	2010-11	200	210
Non-Instrumentality Charter Schools			
Hmong American Peace Academy	2010-13	400	600
International Peace Academy	2010-11	300	100
	2011-12	400	160
	2012-13	400	200
La Causa	2010-11	600	640

Strategic Plan Compatibility Statement

9. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The FY11 proposed budget includes funds for these schools at projected FTE levels. Adjustments will be made in October to individual schools, based on actual Fall enrollments, subject to contract maximum FTEs.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the Charter School Services will work with the Office of the City Attorney to modify the contracts as indicated above.

Committee's Recommendation

Your Committee recommends that the Board approve the contract modifications identified in the following table and that the Board direct the Charter School Services to work with the Office of the City Attorney to draft the contracts with the requested contract modifications.

School	Year	Contract FTEs	
		Current	Requested
Instrumentality Charter Schools			
Audubon HS	2010-11	175	215
	2011-12	225	215
	2012-13	200	215
Audubon MS	2010-11	860	680
Fairview	2010-14	593	625
Kosciuszko Montessori	2010-11	500	200
Humboldt Park	2010-14	578	584
IDEAL	2010-11	205	215
PLI	2010-13	125	150
Whittier	2010-11	200	210
Non-Instrumentality Charter Schools			
Hmong American Peace Academy	2010-13	400	600
International Peace Academy	2010-11	300	100
	2011-12	400	160
	2012-13	400	200
La Causa	2010-11	600	640

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

REPORT #1

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Monthly Report on Contracts under $25,000; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Award of Contracts

Below is a contract award recommendation for May 2010. Adequate funding is available in the accounts as noted below.

HEATING SYSTEM REPLACEMENT

Pulaski High School

Prime Contractor
Butters-Fetting Co., Inc.
1669 South 1st Street
Milwaukee, WI 53204

Low Bidder, Base Bid of.....$599,764.00

Prime Contractor Info

HUB
- Certified..... No
- Total # of Employees..... 165
- Total # of Minorities..... 12
- Total # of Women..... 10
- Required.....20%
- Submitted.....20%
- $ Value..... $120,260.00

COIN
- Required % 30%

Student Engagement
- Paid Employment (Required Hours)..... 300
- Educational Experience (Required Hours)..... 10

Funds are budgeted for the Pulaski High School heating system replacement project from FY10 Major Maintenance Construction Fund, contracted services for heating & ventilation, account code FAR00MMSPK ECNCHVA0, (Project #730628, W.O. #043391). Project is to begin on June 1, 2010, and is scheduled for completion on August 26, 2010.

ADA REMODELING

Golda Meir School

Prime Contractor
Jen Industries, LLC
1537 W. Bruce Street
Milwaukee, WI 53204

Low Bidder, Base Bid of.....$1,023,095.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....4
Total # of Minorities.....2
Total # of Women.....0
Required.....30%
Submitted.....33.3%
$ Value.....$341,753.00

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours).....500
Educational Experience (Required Hours).....10

Funds are budgeted for the Golda Meir School ADA remodeling project from FY09 Major Maintenance Construction Fund, contracted services for ADA, account code FAR00OSAGM ECNCADA9, (Project #778688, W.O. #052664). Project is to begin on June 1, 2010, and is scheduled for completion on March 1, 2011.

Lloyd Street School

Prime Contractor
J. P. Cullen & Sons, Inc.
13040 W. Lisbon Road, Suite #900
Brookfield, WI 53005

Low Bidder, Base Bid of.....$1,125,804.00

Prime Contractor Info

HUB
Certified.....No
Total # of Employees.....602
Total # of Minorities.....10
Total # of Women.....42
Required.....30%
Submitted.....38%
$ Value.....$429,150.00

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours).....500
Educational Experience (Required Hours).....10

Funds are budgeted for the Lloyd Street School ADA remodeling project from FY06 Major Maintenance Construction Fund, contracted services for ADA, account code FAR00OSALL ECNCADA6, (Project #685313, W.O. #052830). Project is to begin on June 1, 2010, and is scheduled for completion on March 1, 2011.

EXTERIOR DOOR REPLACEMENT

Humboldt Park School

Prime Contractor
J. F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of $52,059.00, plus $10,075.00 for Mandatory Alternate Bid #1, to provide new transom windows at Exits/Entries #1-4, for a total of.....$62,134.00

Prime Contractor Info

HUB
- Certified.....Yes
- Total # of Employees.....36
- Total # of Minorities.....2
- Total # of Women.....5
- Required.....0%
- Submitted.....NA
- $ Value.....NA

COIN
- Required %.....30%

Student Engagement
- Paid Employment (Required Hours).....300
- Educational Experience (Required Hours).....10

Funds are budgeted for the Humboldt Park School exterior door replacement project from FY10 Major Maintenance Construction Fund, contracted services for windows & doors, account code FAR00MMSHU ECNCWND0, (Project #1597, W.O. #043471). Project is to begin on June 1, 2010, and is scheduled for completion on September 29, 2010.

Morgandale School

Prime Contractor
B & D Contractors, Inc.
17020 West Rogers Drive
New Berlin, WI 53151

Low Bidder, Base Bid of $57,700.00, plus $3,300.00 for Mandatory Alternate Bid #,1 to provide new transom windows at Exits/Entries #1-4, for a total of.....$61,000.00

Prime Contractor Info

HUB
- Certified.....Yes
- Total # of Employees.....30
- Total # of Minorities.....4
- Total # of Women.....3
- Required.....0%
- Submitted.....NA
- $ Value.....NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Morgandale School exterior door replacement project from FY10 Major Maintenance Construction Fund, contracted services for windows & doors, account code FAR00MMSMG ECNCWND0, (Project #1599, W.O. #043483). Project is to begin on June 1, 2010, and is scheduled for completion on September 29, 2010.

Townsend Street School

Prime Contractor
J. F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of $74,588.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 36
Total # of Minorities 3
Total # of Women 6
Required 0%
Submitted ..... NA
$ Value ..... NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Townsend Street School exterior door replacement project from FY10 Major Maintenance Construction Fund, contracted services for windows & doors, account code FAR00MMSTO ECNCWND0, (Project #1601, W.O. #043490). Project is to begin on June 1, 2010, and is scheduled for completion on September 29, 2010.

EXTERIOR WINDOW REPLACEMENT

Townsend Street School

Prime Contractor
J. F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of $328,400.00, plus $1,134.00 for Mandatory Alternate Bid #1, to provide tinted glazing as identified as Glazing Type GL-4A in Specification Section 08800 at all windows, for a total of $329,534.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 36
Total # of Minorities 3
Total # of Women 6
Required 0%
Submitted ..... NA
$ Value ..... NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 450
Educational Experience (Required Hours) 10

Funds are budgeted for the Townsend Street School exterior window replacement project from FY10 Major Maintenance Construction Fund, contracted services for windows & doors, account code FAR00MMSTO ECNCWND0, (Project #1600, W.O. #043560). Project is to begin on June 1, 2010, and is scheduled for completion on November 28, 2010.

ROOF REPLACEMENT

Humboldt Park School

Prime Contractor
F.J.A. Christiansen Roofing Co., Inc.
2101 West Purdue Street
Milwaukee, WI 53209

Low Bidder, Base Bid of $173,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 143
Total # of Minorities 51
Total # of Women 5
Required 25%
Submitted 25%
$ Value $43,250.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Humboldt Park School roof replacement project from FY10 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MMSHU ECNCROF0, (Project #1217, W.O. #005942). Project is to begin on June 28, 2010, and is scheduled for completion on August 27, 2010.

PARKING LOT RECONSTRUCTION

South Division High School

Prime Contractor
J. H. Hassinger Construction
N60 W16289 Kohler Lane
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$191,320.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 30
Total # of Minorities..... 2
Total # of Women..... 2
Required.....25%
Submitted.....37.6%
$ Value..... $72,010.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours)..... 10

Funds are budgeted for the South Division High School parking lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSSD ECNCGND0, (Project #1553, W.O. #043582). Project is to begin on June 21, 2010, and is scheduled for completion on August 20, 2010.

Total construction contract dollars awarded.....$3,640,239.00
Total dollars HUB participation $1,006,423.00
% of HUB participation.....27.76%
% Minority employees within company.....19.07%
% Women employees within company 5.95%

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, attached to the minutes of your Committee's meeting is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of March 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 962,049,202	$ 26,358,532	$ 988,407,734	$ 151,067,370	$ 678,959,758	$ 309,447,976	69%
Categorically Aided	269,186,528	15,380,346	284,566,874	19,515,807	127,885,509	156,681,365	45%
School Nutrition	37,660,110	24,514	37,684,624	3,610,055	20,051,919	17,632,705	53%
Construction	59,954,297	25,790,445	85,744,742	163,827	22,104,383	63,640,359	26%
Extension	13,155,240	2,374,607	15,529,847	204,948	11,528,703	4,001,144	74%
Total All Funds	$ 1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 174,562,007	$ 860,530,272	$ 551,403,549	61%

Below is a summary of expenditures as of March 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 962,049,202	$ 26,358,532	$ 988,407,734	$ 96,820,392	$ 696,353,934	$ 292,053,800	70%
Categorically Aided	269,186,528	15,380,346	284,566,874	23,008,401	193,419,087	91,147,787	68%
School Nutrition	37,660,110	24,514	37,684,624	3,559,428	25,245,430	12,439,194	67%
Construction	59,954,297	25,790,445	85,744,742	1,178,578	85,748,264	-3,522	100%
Extension	13,155,240	2,374,607	15,529,847	883,036	9,981,392	5,548,455	64%
Total All Funds	$1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 125,449,835	$ 1,010,748,107	$ 401,185,714	72%

[1]Represents Board-approved transfers during fiscal year 2010 and appropriations for purchases encumbered in fiscal year 2009

Respectfully submitted,

Ronald J. Vavrik
Director of Finance

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2009, through March 31, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through March totaled $696,353,934, or 70% of the revised budget.

District Contingent Fund

The balance at March 31, 2010, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 24,980,335
Approved Transfers:	
Board Amendments (October)	(24,480,335)
Balance — March 31, 2010	$ 500,000

The $24,980,335 is an unusually high amount for the District Contingent Fund. In June 2009, the Board took several actions to reduce budget expenditures and place these funds in the Contingency Fund to cover potential revenue shortfalls. At the Board's special meeting on October 20, 2009, these funds were redistributed to cover FY10 revenue shortfalls and expenditure increases. After the October Board actions were posted to School Operations, the Contingency balance was reduced to $500,000.

Construction Fund

Expenditures, encumbrances, and commitments through March totaled $85,748,264, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through March totaled $9,981,392, or 64% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of March 31, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	69%	68%	70%	68%
Categorically Aided	45%	52%	68%	66%
School Nutrition	53%	57%	67%	73%
Construction	26%	36%	100%	99%
Extension	74%	80%	64%	63%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon	Olympic Lanes	Undetermined	Donation — 200 coupons for free bowling
Audubon	Rocky Rococo	Undetermined	Donation — 25 slices of pizza
Congress	The Medtronic Foundation	$1,000.00	Be The Beat Mini-Grant
Congress	Congress Alumni Committee	$101.26	Donation — Check from students who previously attended Congress School (1938-1950)
Cooper	Mt. Olympus Water & Theme Parks - Big Chief Enterprises, Inc.	$1,000.00	Mount Olympus Water & Theme Park Character Contest
Custer	Jerome Latham	$371.00	Warm-up suits for girls basketball
Dover	Tri City National Bank	$169.80	Donation — K5 field trip
Fernwood	General Mills	$661.00	Box Top for Education
Garland	Culver's of Milwaukee	$265.18	Proceeds from Culver's night for 4th-grade EAA trip

School	Donor	Amount	Gift or Purpose
Hayes	Twin Cities Public Television	$1,000.00	Hayes Sci-Girls
Hayes	Asociacion Medica Hispano Americana De Wisconsin	$200.00	Donation — School use
Hi-Mount	Dr. Seuss National Education Association	$1,000.00	Purchase of books for students
Milwaukee French Immersion School	John (no last name provided)	$250.00	Donation —for the Robotics Club
MPS — School to Work Transition Program	The Bon-Ton Stores, Inc.	$151.63	Donation — Check to be used in the student aid fund
MPS — School to Work Transition Program	The Bon-Ton Stores, Inc.	$133.18	Donation — Check to be used in the student aid fund. Community Day 02/27/2010
Milwaukee Sign Language	Roundy's Supermarkets, Inc. – Pick 'N Save	$79.05	We Care Program
Milwaukee Sign Language	Neocoil, LLC	$100.00	Donation — Room 215a for Science Fair event in Rochester, NY
Morgandale	J.J's Canolies, LLC	$1,600.00	Donation
Northwest Secondary	Dr. Hall	$200.00	Donation — To CD students for Brewer tailgate
Pulaski	Larry J. Hoffman	$300.00	Donation — Support student interns — $200 check and $100 in cash
River Trail	Eta Phi Beta Sorority, Inc.	$1,200.00	Donation — Check for enrichment activities for special needs children
River Trail	Mathematica Policy Research, Inc.	$100.00	Donation — Check for 6th-grade reading test
River Trail	General Mills	$400.00	Box Top For Education — playground equipment
65th Street	Mathematica Policy Research, Inc.	$100.00	Donation — Check for school use
Vieau	Mexican Fiesta	$500.00	Donation — For student/parent involvement
WHS of Information Technology	Milwaukee School of Engineering	$500.00	Donation — iFair support
WHS of Information Technology	Badger Meter	$500.00	Donation — iFair support
WHS of Information Technology	Goodwill Industries of Southeastern Wisconsin, Inc.	$250.00	Donation — iFair support
Whittier	Cindy Finger	$100.00	Donation — To garden club to purchase flowers for environmental garden
WCLL	MAF Companies, Inc.	$50.00	Donation — Scholarship
WCLL	G. & S. Bogdon	$50.00	Donation — To school — In memory of Florence Charapata
WCLL	Dr. Daniel J. Donder, Jr. & M. Jane Donder	$25.00	Donation — To school — In memory of Florence Charapata
WCLL	Margaret Bergman	$25.00	Donation — To school — In memory of Florence Charapata
WCLL	Joan L. Whipp	$50.00	Donation — To school — In memory of Florence Charapata

School	Donor	Amount	Gift or Purpose
WCLL	Thomas & Nancy Cannon	$50.00	Donation — To school — In memory of Florence Charapata
WCLL	Lynn A. Achatz	$30.00	Donation — To school — In memory of Florence Charapata
WCLL	Sallie A. Brown	$100.00	Donation — For Washington, D.C., field trip
WCLL	Hannah Poquette	$50.00	Donation — For Washington, D.C., field trip
WCLL	Janice M. Odom	$100.00	Donation — For Washington, D.C., field trip
WCLL	Jean Cockerham	$25.00	Donation — For Washington, D.C., field trip
WCLL	Char Harteau	$30.00	Donation — For Washington, D.C., field trip
WCLL	Denise Hodkiewicz	$100.00	Donation — For Washington, D.C., field trip
WCLL	Betty McCarrier	$100.00	Donation — For Washington, D.C., field trip
WCLL	Margaret Baron	$150.00	Donation — For Washington, D.C., field trip
WCLL	Infinity Investment, LLC	$150.00	Donation — For Washington, D.C., field trip
WCLL	Clarence B. Crane	$100.00	Donation — For school use

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and a Correction to the Report of Deleted Names from the List of Appointed Teachers

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Changes in Status	
Ida Lane[1]	Handicapped Children's Assistant	04-30-10
South Division	$16,015.77/yr.	
Jermichael Ragland[1]	Handicapped Children's Assistant	04-27-10
WORK Institute	$16,015.77/yr.	

[1]From substitute to regular

Leaves of Absence

	Present Assignment	Effective From
Illness Leave Extension, June 2010		
Feyen, Anne	Leave	April 21, 2010
Personal Leave, June 2011		
Woosencraft, Barbi	Mac Dowell	August 2010
Study Leave, June 2011		
Fraley, Amanda	Kosciuszko	August 2010

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Michelle Artis	Teacher	04/16/10
Erica Babler	Teacher	06/17/10
Angela Botka	Teacher	05/28/10
Natalie Cook	Teacher	06/15/10
Larry Evans	Teacher	06/16/10
Dorothy Exum	Teacher	04/18/10
Glen Fink	Teacher	06/15/10
Nikolai Gurda	Teacher	06/18/10
Linda Harrigan	Teacher	06/22/10
Diane Howard	Ex.Ed. Spvsr.	07/02/10
Xiaoying Lin	Teacher	06/20/10
Elias Lozada	Teacher	06/16/10
Nancy McLure	Specialist	07/30/10
Barbara Medcalf	Teacher	07/01/10
M. Frank Moffett, Jr.	Admin. Spec.	07/01/10
Debra Ortiz	Principal	07/01/10
Jane O'Rourke	Teacher	07/01/10
Gary Stringer	Supervisor	07/02/10
Sara Summ	Teacher	05/18/10
Revised from January 2010 Board Report		
Lottie Smith	Principal	06/18/10

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Ruthann Galarza	School Secretary I	04-17-10
Laurie Goetzke	Bldg. Service Helper I	04-13-10
Judith Larson	School Secretary I	04-13-10
Landuris Steavens	Boiler Attendant	04-10-10

Correction to Report of Deleted Names from the List of Appointed Teachers

On February 1, 2010, a letter was sent to Yvonne Wilbrandt Ayala, stating that she should respond by February 15, 2010, as to whether or not she would be returning to her positions as contracted teachers with Milwaukee Public Schools or extending her current leaves of absence. The letter indicated that, if no response was received by February 15, 2010, her name would be deleted from the current list of appointed

teachers. As of the date of this Committee's meeting in April 2010, no response had been received nor had the teacher informed the Administration of her status; therefore, her name was reported to the Board as having been deleted from the list of appointed teachers.

The Administration has since been informed that Ms Wilbrandt Ayala had returned from a leave of absence, but had not notified the Department of Human Resources prior to returning. Ms Wilbrandt Ayala, therefore, has been returned to the list of appointed teachers.

This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that:

1. the following individuals be promoted or appointed to the classifications indicated, effective upon assignment following approval by the Board:

5(r)	Jennifer L. Smith	Principal Milwaukee School of Languages	Schedule III, Range 14Z $96,307
2(r)	Derrick Rogers	Principal Transition High School	Schedule III, Range 13Z $87,250
5(nr)	Robert DelGhingaro	Chief Accountability Officer Office of Board Governance	Schedule III, Range 14A $120,062

2. the following individuals be promoted or appointed to the classifications indicated, effective upon assignment or the new fiscal year following approval by the Board:

5(nr)	Naomi P. Gubernick	Chief of Staff $138,671	Schedule III, Range 17A
4(nr)	Heidi A. Ramirez	Chief Academic Officer $138,671	Schedule III, Range 17A
2(r)	Karen R. Jackson	Executive Director, Human Resources $132,162	Schedule III, Range 16A

All positions are approved in the current budget unless the position is marked with an asterisk.

Codes:

1	Native American	r	Resident who must remain resident
2	African American	nr	Non-resident who must become resident
3	Asian/Oriental/Pacific Islander		
4	Hispanic		
5	White		
6	Other		

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on Prevailing Wage Rates

Background

1. A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates is provided in the attachments to your Committee's meeting.

2. Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

3. Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages, pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304).

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as provided in the attachments to the minutes of your Committee's meeting, effective as of the dates stated.

Director Miller moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 5) Action on Partnership/Early Childhood School Financial and Compliance Audits

Background

1. The Milwaukee Board of School Directors (Board) contracts with private agencies to operate partnership and early childhood/regular education programs for Milwaukee Public School students. The partnership programs provide alternative education to certain "at-risk," behavioral reassignment, special education, and adjudicated students. The early childhood/regular education programs provide education to students in K3 through sixth grade who are residents of the City of Milwaukee and choose to attend private schools under contract with the Board. Partnership and early childhood/regular education programs are managed by MPS's Division of Diversified Community Schools (DDCS).

2. The Office of Board Governance-Audit Services annually conducts audits of private schools under contract with MPS on behalf of DDCS to determine the propriety of use of resources and compliance with contract provisions, except for those contract provisions related to educational outcomes. The responsibility for determining compliance with policies and provisions related to educational outcomes, such as testing and attendance reporting, resides with MPS's Division of Diversified Community Schools. The remaining major fiscal and administrative contract provisions were included within the scope of Audit Services' financial and compliance review.

3. The eight programs scheduled for audit during FY10 include seven partnership and one early childhood/regular education review.

a. The seven partnership programs were:

- Satori
- Shalom
- Nova
- El Puente
- Spotted Eagle
- Southeastern
- Project Excel

b. The one early childhood/regular education program selected for review was La Causa.

c. Individual audit reports for the eight programs have been provided to the Board under separate cover.

4. The purpose of each audit was to determine whether the school:

- used resources provided by MPS in an appropriate manner to operate its contracted program;
- accurately reported program expenditures to MPS; and
- complied with the provisions of the contract.

5. The financial and compliance reviews, which focused on school operations conducted under contract with MPS for FY09, were conducted in accordance with the standards set forth in the United States Government Accountability Office Government Auditing Standards (2007 Revision) issued by the Comptroller General of the United States.

6. Except for the material issues of non-compliance listed below, the results of tests performed indicate that Satori, Shalom, Nova, El Puente, Spotted Eagle, Southeastern, Project Excel and La Causa:

a. complied with all major fiscal and administrative contract provisions not related to educational outcomes;

b. appropriately used contract resources; and

c. accurately reported alternative education expenditures for FY09.

SCHEDULE OF MATERIAL ISSUES OF NON-COMPLIANCE

Audit Finding	Possible Disallowed Costs
Audit #2010-29 — Satori	
No material issues of non-compliance noted	N/A
Audit #2010-30 — Shalom	
Fiscal Requirements	
Building improvements that should have been capitalized and depreciated were charged to the program	$12,136
Charged the FY09 program for costs incurred in FY08	$4,365
Audit #2010-31 — Nova	
No material issues of non-compliance noted	N/A
Audit #2010-32 — El Puente	
No material issues of non-compliance noted	N/A
Audit #2010-37 — La Causa	
No material issues of non-compliance noted	N/A

Audit #2010-39 — Spotted Eagle

Fiscal Requirements

Written permission from MPS was not obtained prior to making expenditures that exceeded budget authority by more than 110% for three budget categories. $78,166

Audit #2010-41 — Southeastern

No material issues of non-compliance noted..... N/A

Audit #2010-44 — Project Excel

Administrative Requirements

Project Excel did not consult with MPS Human Resources and hired an individual that was found by MPS to be unfit to have contact with students..... N/A

Fiscal Requirements

Written permission from MPS was not obtained prior to making expenditures that exceeded budget authority by more than 110% for one budget category..... $24,525

Committee's Recommendation

Your Committee recommends that the Board:

1. receive the reports of partnership and early childhood/regular education school financial and compliance audits, Audits #2010-29, #2010-30, #2010-31, #2010-32, #2010-37, #2010-39, #2010-41, and #2010-44; and

2. direct MPS's Division of Diversified Community Schools to resolve the exceptions reported in the individual school audit reports for partnership and early childhood/regular education schools and submit a report to the Office of Board Governance by August 2010 indicating how the exceptions were resolved.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Update and Action on Proposed Organizational Changes Related to Accountability

Background

1. On June 4, 2009, in its preliminary adoption of a budget for the Milwaukee Public Schools for Fiscal Year 2010, the Milwaukee Board of School Directors adopted two amendments authorizing the creation of an Office of Accountability, to become effective on January 1, 2010:

a. Amendment #19 established the Office of Accountability under the Office of Board Governance, authorized the President of the Milwaukee Board of School Directors "…to convene a committee of at least five members to establish the description and organizational structure of the Office of Accountability…," and allocated $150,000 to the start-up of the office.

b. Amendment #31 specified that the $150,000 start-up funding for the Office of Accountability was to come from "eliminating vacant positions and/or hiring freezes."

2. At its special meeting on September 3, 2009, the Board received and approved the "Initial Report and Recommendation of the Accountability Office Advisory Committee." The Board approved accountability reform organizational changes and directed that implementation begin immediately, with full implementation to be realized by January 1, 2010.

3. On September 4, 2009, the Board's Clerk sent a correspondence to the Superintendent, requesting that the Administration work with the Office of Board Governance to immediately begin implementation of the approved organizational changes and the establishment of the Accountability Services office. The Superintendent and other administrative staff met on numerous occasions with the Board Clerk and other staff from the Office of Board Governance.

4. At its regular Board meeting in December 2009, the Board adopted the related update and report by the Board Clerk/Director, Office of Board Governance.

5. At a special Board meeting held on February 25, 2010, the Board adopted the plans included in the February 2010 update and specified that there be no additional costs or resources related to the implementation of the accountability-related organizational changes. The Board further directed that the four areas that had been identified without current resources either be funded through streamlining other areas or be reported as being unable to be implemented. Finally, the Board directed the Administration to continue to discuss implementation plans.

Update

6. On April 23, 2010, the Board's President; incoming Superintendent Dr. Thornton; his Chief of Staff, Naomi Gubernick; and the Board Clerk met to discuss accountability-related organizational issues. During that meeting, the following possible revisions to the District's organizational structure were discussed:

a. Office of Accountability (and Efficiency Services)

Discussion:

(1) Rename the Office to the Office of Accountability and Efficiency Services to reflect an expanded charge aligned with the organizational structure of the incoming administration.

(2) Expand the Chief Accountability Officer position to incorporate both accountability and efficiency-related functions under the joint supervision of the Superintendent and the Director of the Office of Board Governance. Re-title the position as the Chief Accountability and Efficiency Officer (CAEO). It was anticipated that the position would be filled during the May 2010 Board cycle.

(3) At the meeting on April 23, 2010, the following updates and revisions to the organizational structure were discussed:

Revenue Management Services		
Grants Coordinator	103,982	1.0
Revenue Management Services, minus the salary, benefits, and budget corresponding to the Grants Coordinator position, would report through the Chief Accountability and Efficiency Officer (CAEO) to the Superintendent.		
The Grants Coordinator position would remain in the Accountability and Efficiency Office under the direction of the CAEO, reporting to the Director of the Office of Board Governance.		

Financial Reporting Services		
Mgr Financial Reporting	99,128	1.0
Accounting Specialist	81,904	1.0
One Mgr. Financial Reporting and one Accounting Specialist position and the corresponding salaries, benefits, and budget will remain under the Accountability and Efficiency Office, under the direction of the CAEO, reporting to the Director of the Office of Board Governance.		
The remaining 4.3 positions, corresponding salaries, benefits, and budget will report through the CAEO to the Superintendent.		

Accounting Services
All funds and positions related to Accounting Services would report through the CAEO to the Superintendent.

Insurance/Risk Management and Benefit Analysis Services
All funds and positions related to contracting for insurance and benefit accrual and analysis services would move under the Administration and report to the Board through the Office of the Superintendent.

Contract Compliance Services
The Contract Compliance services area would continue as approved under the Accountability and Efficiency Office, under the direction of the CAEO, reporting to the Director of the Office of Board Governance.

b. Audit Services

Update: *During the meeting on April 23, 2010, we also discussed and agreed that it will be necessary to wait until after July 1, 2010, to develop a plan and to identify resources in the FY11 budget that may be reallocated for the "new" Program Evaluation Services and Policy Audit Services areas. Staff/position transitions may still be possible by June 2010 for some service areas, such as the Contract Compliance area; however, due to the District's financial challenges, we realize that, at this time, we may not be able to implement the "new" service areas for FY11 as approved.*

c. Constituent Ombudsperson & Information Services

Update: *It was agreed that it will be necessary to wait until after July 1, 2010, to develop a plan and to identify resources from the FY11 budget for the Research/Policy Analysis functions and the "new" Records Management area. Due to the District's financial challenges, we realize that, at this time, we may not be able to implement these service areas as approved.*

d. Contracted School Services

Discussion: *During the meeting on April 23, 2010, it was discussed that the contracted schools' compliance resources remain in Contract Compliance Services, and that contracted schools advocacy remain under the Office of Board Governance, with the office to be renamed the Contracted Schools Advocacy Services office. The new Contracted Schools Advocacy Services office would retain one administrative position, to be re-titled as the Contracted Schools Advocate, and one Secretary III position. The remaining positions and corresponding budget from Contracted Schools Services (with the exception of funds related to the contracted schools' compliance and advocacy roles) would move under the Office of the Superintendent. The Office of Contracted Schools would continue to be responsible for the management, oversight, and implementation of all contracted school agreements.*

Contracted Schools Advocacy Services		
Contracted Schools Advocate School Secretary III	120,062 39,280	1.0 1.0
With the exception of the salaries, benefits, and budget for the positions listed above and the funds related to contracted schools' compliance, the remainder of the Contracted School Services budget will move to the Office of Contracted Schools under the Office of the Superintendent.		

Discussion:

(1) Due to the District's financial challenges, at this time, it may not be possible to implement all portions of the accountability plan as approved. The previous Board action anticipated that there may need to be modifications to the Accountability Services Office as implementation progressed and that any such modification(s) would be brought to the Board for approval.

(2) Given that the proposed FY11 budget has already been submitted and published, if the Board desires to make any changes as a result of this update, it would be necessary to adjust the proposed FY11 budget accordingly.

(3) The Administration and Office of Board Governance will provide a further update regarding the implementation of the accountability reform measures no later than August 2010.

Strategic Plan Compatibility Statement

7. The discussed reorganization of the Accountability (and Efficiency) Services Office would be consistent with all Strategic Plan's goals, specifically Goal #6, that the District be accountable for measurable results.

Fiscal Impact Statement

8. The District's adopted FY11 budget would need to be re-aligned to reflect any revisions to the Board's previous actions. No additional resources would be required.

Committee's recommendation

Your Committee recommends that the Board approve the organizational changes proposed in this update. The Administration and Office of Board Governance will provide a further update regarding the Accountability (and Efficiency) Services Office and the implementation of the accountability reform measures no later than August 2010.

Director Spence arrived at 7:44 PM.

Vice President Blewett in the Chair.

Director Bonds moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Voeltner, Woodward and Vice President Blewett—6.

Noes—Directors Petersons and Thompson—2.

Abstaining from voting—Director Spence—1

President Bonds resumed the Chair.

* * * * *

(Item 7) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Commitee recommends that the Board approve the following professional services contracts:

RFP 464 Authorization to Enter into a Contract with Learning Point Associates to Evaluate the Effect of the Striving Readers Grant

The Administration requests authorization to enter into a contract with Learning Point Associates for the purpose of conducting an evaluation of the effect of the district's Striving Readers Grant that uses the READ 180 reading intervention.

Learning Point responded to Request for Proposal (RFP) 464 that sought vendors to partner with MPS for grant evaluations. An MPS evaluation team approved Learning Point to provide grant-evaluation services.

The contract is for one year, with the option to extend for two additional one-year periods. The first year of the contract includes only four months, commencing May 27, 2010, and ending September 30, 2010, and will not exceed $478,976. The second year of the contract would begin October 1, 2010, and will not exceed $413,918. The third year of the contract would begin October 1, 2011, and will not exceed $413,676. The total cost of the contract over the maximum three-year period will not exceed $1,306,570.

Learning Point Associates

Budget Code.....GSP0SS70DO-ECNS (Striving Readers — Consulting Services)
Budget Amount $478,976
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

PRIME Contractor Information
Certified HUB Vendor? .....No
PRIME Price Quote.....$478,976
Total # of Employees 0
Total # of Minorities 0
Total # of Women 0
Required.....NA
Proposed.....0

HUB Participation
$ Value 0
Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... NA

RFP 684 Authorization to Enter into a Contract with Tiger Direct for the Provision of an Anti-Virus Solution

The Administration requests authorization to enter into a contract with Tiger Direct to supply, install, and maintain the *CA Threat Manager Enterprise w/HIPS* anti-virus solution for the District's PC server and desktop/laptop computers.

Tiger Direct responded to Request for Proposal (RFP) 684 for an enterprise-wide anti-virus solution. An evaluation team rated Tiger Direct's response the highest of four respondents.

The contract is for one year, with the option to renew for two additional one-year periods. The first-year cost includes $68,016 for the anti-virus software license and annual maintenance, plus $24,000 for one-time installation services. Total first-year costs will not exceed $92,016. Years two and three include only the $68,016 annual licensing and maintenance charge. The total cost over the maximum three-year period will not exceed $228,048.

Tiger Direct

Budget Code ..... EQM00TECTC-EMTC (Equipment — Maintenance Contracts)
Budget Amount $92,016
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote Annually $92,016
Total # of Employees 600
Total # of Minorities ..... NA
Total # of Women ..... NA
Required 0%
Proposed ..... NA
HUB Participation
$ Value ..... NA
Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... 10 hrs/12-month contract

RFP 684 Authorization to Enter into a Contract with CDW-G for the Provision of a Secure Email Gateway Solution

The Administration requests authorization to enter into a contract with CDW-G to supply, install, and maintain the Cisco IronPort Secure E-Mail Gateway Solution.

CDW-G responded to Request for Proposal (RFP) 684 for a secure, top-tier email gateway solution with a high spam-detection rate and a low false-positive rate that also is compatible with the proposed anti-virus solution. An evaluation team rated CDW-G's response the highest of six respondents.

The contract is for one year, with the option to renew for two additional one-year periods. The first year cost is $65,552 for hardware, software, and annual maintenance, plus $6,600 for onetime installation services. Total first-year costs will not exceed $72,152. The cost for years two and three will include an annual maintenance charge not to exceed $40,361 per year. The total cost over the maximum three-year period will not exceed $152,874.

CDW-G

Budget Code ..... EQM00TECTC-EMTC (Equipment — Maintenance Contracts)
Budget Amount $72,152
HUB % set 0
HUB % proposed 0
Total HUB $ 0

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually $72,152
- Total # of Employees ..... NG
- Total # of Minorities ..... NG
- Total # of Women ..... NG
- Required 0
- Proposed ..... NA

HUB Participation
- $ Value ..... NA

Student Engagement
- Paid Student Employment Hourly Commitment ..... NA
- Student Education Hourly Commitment ..... 10 hrs/12-month contract

XXX Authorization To Enter into Contract with City Year To Serve As a Core Site for Whole School, Whole Child Curriculum

In June 2009, the Board endorsed City Year and directed the Administration to submit a formal request for Milwaukee Public Schools to be considered as an expansion site for the program. The Administration submitted said request and has been accepted by City Year as an expansion site.

The Whole School, Whole model is a research-based approach to address the needs of children in high-poverty schools. It provides a value-added resource to schools — diverse, skilled, committed, and affordable person power — to supply personalization to MPS while significantly increasing the adult-to-student ratio.

City Year Milwaukee staff and AmeriCorps members between the ages of 17 and 24 will deploy to schools to work directly with students to improve their academic and life success. Examples of corps members' work in schools include:

- providing one-on-one or small-group tutoring and mentoring;
- assisting teachers in classrooms;
- leading after-school activities; and
- organizing student-enrichment activities or clubs.

Corps members also help schools in providing positive school climates and in building positive peer relationships among students.

Through an application process, the following sites were chosen to partner with City Year:

- Rogers Street Academy;
- Alexander Mitchell Integrated Arts Elementary School;
- Roosevelt Creative Arts Middle School;
- 81st Street School; and
- Northwest Secondary School.

The contract period will be from July 1, 2010, through June 30, 2011, with two one-year options to extend. The amount of the contract during the first year shall not exceed $500,000 and during all three years shall not exceed $1,500,000.

City Year

Budget Code ..... SD1-0-S-TY1-DO-ECTS (Staff Development — Contracted Svc.)
Budget Amount $500,000
HUB % set 0
HUB % proposed 0
Total HUB $ 0

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually $500,000
- Total # of Employees 0
- Total # of Minorities 0
- Total # of Women 0
- Required ..... NA
- Proposed 0

HUB Participation
- $ Value 0

Student Engagement
- Paid Student Employment Hourly Commitment ..... NA
- Student Education Hourly Commitment ..... NA

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on the Award of Sole-Source Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contracts and purchases.

Bid Waiver Contract with Walk On Water, Inc., To Modify the District's Payroll/Pension System

The Administration requests authorization to waive bid requirements and enter into a contract with Walk On Water, Inc., to make modifications to the District's payroll/pension system. Walk On Water was the vendor that developed the current custom code to the payroll/pension system and, as such, is the only vendor that has the requisite skill to make the modifications in a cost-effective and timely manner. The modifications are necessary so that the District can manage:

1. online tuition reimbursement
2. forecasting/estimating
3. disciplinary tracking
4. life insurance billing
5. self-service benefit-administration module
6. vendor-benefit interface

This is a time-and-material engagement not to exceed $120,000. This engagement is expected to be completed by December 2010.

Budget Code ..... TSV-0-0-TEC-TC-ECTS (Tech Services — Contracts)
Budget Amount $120,000
HUB % set..... 0%
Total HUB $ $0

Bid Waiver Contract with Community Coordinated Child Care (4C) for the Planning, Coordination, and Implementation of an Early Childhood Conference

The Administration requests authorization to waive bid requirements and enter into a contract with Community Coordinated Child Care (4C) for the planning, coordination, and implementation of the 3rd annual MPS Early Reading First Conference.

MPS began working with 4C via a Department of Workforce Development Early Childhood grant seven years ago. Since that time, 4C has worked with MPS to increase the diversity of the conference participants, speakers, and presenters on multiple early childhood and literacy issues. Every year, 4C has been successful in the facilitation of the district's early childhood conference and has been a major contributor to the success of this professional development event. It is the only organization with the history and qualifications to provide the required services in a cost-effective manner.

The contract period will run through October 2010. The amount of the contract is not to exceed $85,000.

Budget Code ..... SD1-0-S-UE0-EY-ECNS (Staff Development — Contracts)
Budget Amount $85,000
HUB % set:..... 0%
Total HUB $ $0

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Action on a Request to Approve a Waiver of Administrative Policy 3.09, Purchasing and Bidding Requirements, and to authorize a Contract between the Milwaukee Learning Laboratory and Institute (MLLI) and Bastante, LLC, for Professional Development Services

Background

1. During the spring of 2009, Milwaukee Learning Laboratory and Institute (MLLI) wrote a dissemination grant proposal to the Wisconsin Department of Public Instruction for $125,000. The project proposed for the grant was to bring together two project-based learning schools, MLLI and Professional Learning Institute (PLI), through directed professional development. The professional development was to be facilitated by an educational consultant group, Bastante, LLC. The project was scheduled to begin in August of 2009, but was delayed because of a hold on federal charter school money.

2. In October 2009, DPI notified MLLI that the dissemination grant had been approved. MLLI requested and received a waiver of bid requirements from the Administration on a professional service contract for Bastante's professional development. MLLI failed, however, to obtain the Board's authorization of the contract before Bastante began work on the dissemination grant project in January 2010, in violation of Administrative Policy 3.09, Purchasing and Bidding Requirements, section (d)(2): "Contracts [over $50,000] must be presented to the Board for approval [and] are not valid until they are approved by the Board." Administrative Policy 3.09(3)(a)(2) also mandates that "Proposed contract[s] must be submitted to Department of Finance . . . prior to the service being performed."

3. Bastante ended its work on March 9, 2010, when the Board of School Directors' Committee on Innovation/School Reform (ISR) recommended acceptance of a mutual termination of MLLI's charter contract.

4. MLLI seeks a waiver from Administrative Policy 3.09, as set forth above, to allow execution and payment of the Bastante contract.

Administration's Analysis

5. Bastante performed professional development services from January 7, 2010, to March 9, 2010, working with both the MLLI and PLI staffs. The total value of services is $38,000 (380 hours at $100 per hour). MLLI cannot make payment to Bastante on the contract because it failed to have a Board-approved contract in place when services began.

6. MLLI seeks waiver of Administrative Policy 3.09 to provide a vehicle to pay the $38,000 in services received from the dissemination grant.

Strategic PLAN Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 7: The district's central services departments support student learning.

WTAM Strategy: The district employs highly qualified personnel to support student learning.

WTAM applicable measurable objective: 100% of staff will be highly qualified per DPI.

Statute, Administrative Policy or Board Rules Statement

8. This item seeks waiver of the provisions of Administrative Policy 3.09, as set forth above.

Fiscal Impact Statement

9. This item authorizes expenditures of $38,000 from account SDVHSLG0LGECNS.

Implementation and Assessment Plan

10. Should the Board approve this item, MLLI will execute an after-the-fact contract with Bastante and make payment on that contract using DPI dissemination grant funds.

Committee's Recommendation

Your Committee recommends that the Board approve a waiver of Administrative Policy 3.09 and authorize Milwaukee Learning Laboratory and Institute (MLLI) to execute an after-the-fact contract with Bastante, LLC, to make payment on $38,000 in professional development services received, using DPI dissemination grant funds.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 10) Follow-up Report on Implementation of Resolution 0910R-017 to Require That Diversity Training be a Part of New Teachers' Orientation

Your Committee reports having received the following informational report from the Administration.

Background

1. At its meeting on August 27, 2009, the Board referred Resolution 0910R-017 by Directors Bonds and Woodward to the Committee on Finance/Personnel:

WHEREAS, Goal 3 of the Milwaukee Public Schools' *Working Together, Achieving More* Strategic Plan states that leaders and staff will demonstrate continuous improvement through focused professional development; and

WHEREAS, Despite the United States' being a "melting pot" of various cultures, ethnicities, and classes of people, many Americans have not been socialized adequately to learn and work in multi-cultural settings; and

WHEREAS, Racism, sexism, classism, and other forms of exclusion are barriers both in the workplace and in the classroom; and

WHEREAS, Students' cognitive, social, and emotional development are culturally and socially based, making it critical for educators to recognize the influence of diversity in the education system; and

WHEREAS, A University of Michigan study has found that minority students often feel excluded, ignored, and put on the spot and feel that instructors have lower expectations for them than for their peers of other cultures; and

WHEREAS, The same study concluded that, when instructors and students are of different backgrounds, the instructors often feel uncomfortable or overly cautious around those students and are less willing to give them time outside of class; and

WHEREAS, Learning how to relate to co-workers and students of different races, classes, and backgrounds would be beneficial in aiding the entire District to achieve higher standards in education; and

WHEREAS, Diversity training would improve the ability of the District to respond to intercultural conflict, to develop intercultural competencies, and to avoid misunderstandings in both colleague-to-colleague and teacher-to-student interactions; now, therefore, be it

RESOLVED, That diversity training be a required part of new teacher orientation; and be it

FURTHER RESOLVED, That diversity training be a required part of professional development for existing teaching staff; and be it

FURTHER RESOLVED, That the Board instruct the Administration to bring a plan to establish such a training program to the Board by the December 2009 Board cycle.

2. At its meeting on December 17, 2009, the Board voted to:

a. allow the Administration to continue its present efforts to provide multicultural training through the CLEaR Justice Initiative Council's activities;

b. adopt Resolution 0910R-017, with the following amendment to the last Further Resolved:

FURTHER RESOLVED, That the Board instruct the Administration to bring a plan to establish such a training program to the Board by the ~~December 2009~~ May 2010 Board cycle.

and

c. direct the Administration to pursue a professional development plan in consultation with the CLEaR Justice Initiative Council for multicultural training for all new teachers and existing school staff. The Administration was to bring back a report on the results of the plan in May 2010.

Administration's report

3. The groundwork of the CLEaR (Class, Language, Ethnicity and Race) Justice Initiative Advisory Council began in spring 2009, when the Superintendent had convened a committee comprising MPS educators and community members to advise him on how to address issues of race, ethnicity, language, and class. One result of the discussions held between the committee and the Superintendent was a decision by the Superintendent to include American Reinvestment and Recovery Act (ARRA) monies in the 2009-2010 budget for multicultural training.

4. On June 4, 2009, the Milwaukee Board of School Directors approved $500,000 from ARRA funds to be used for multicultural training during the 2009-2010 school year.

5. After several meetings of the group that the Superintendent originally convened for the purpose of overseeing the $500,000 — including dozens of teachers, principals, Central Service administrators, and community representatives — the CLEaR Justice Initiative Advisory Council was formed. Through lengthy conversations, the issues of class, ethnicity, and language were included as target issues within this initiative. The CJIAC recognized that other important issues, such as gender and special education, although of great significance, could not be collapsed into this one particular initiative.

6. The CLEaR Justice Initiative Advisory Council solicited proposals from all schools to promote multicultural staff development in school communities. The parameters of the proposals were quite broad: Each interested school community could submit a plan which served the needs of its students in regards to equity, anti-racism, and respect for multicultural diversity. Funding was available to individual schools with a maximum of $35,000. Funds could be used for staff salaries for after-school or Saturday professional development, consultants, books and materials, and related workshop expenses.

7. Using a rubric created by the CJIAC, the following six schools were chosen to pilot their intensive multicultural training that began in September:

- Fratney;
- Lincoln Center of the Arts;
- Wedgewood International;
- Westside Academy;
- Milwaukee High School of the Arts; and
- Rufus King High School.

8. In August, schools were again given the opportunity to submit proposals to receive multicultural-training funding, with a maximum of $20,000 for the second semester of the 2009-10 school year. Community High School and Hartford University School were selected for this funding. In December, a third funding opportunity was made available to schools, and another six schools received varying amounts from $5,000 to $20,000:

- Clemens;
- Highland Community School;
- Humboldt Park;
- Kilmer;
- Milwaukee Sign Language;
- Vincent; and
- Wisconsin Conservatory of Lifelong Living.

9. The CLEaR Justice Initiative Advisory Council will continue to appropriate funds to schools to provide comprehensive staff development in multicultural training to all schools' staffs (including educational assistants, secretaries, cooks, engineers, etc.).

10. After an initial year of the CLEaR Justice Initiative Advisory Council's efforts to provide opportunities for schools to offer diversity training for their staffs, the CJIAC believes that it can improve its process for distributing funds to schools, thereby providing a greater number of schools with appropriate resources and funding in the upcoming 2010-2011 school year. To do so, the Department of Finance is preparing a bid to solicit vendors who provide diversity training, and the Finance Department will subsequently establish a list of approved, preferred diversity-training providers. Next year, the CJIAC will

allow schools to choose from the list approved diversity-training providers that best match their particular staff-development needs. In addition to sponsoring the provider, the CJIAC will also provide sufficient funds for each school to pay staff members involved in the diversity training.

11. Additionally, during the Superintendent's Fall Institute for School Leaders, all principals/school leaders received a presentation from the CLEaR Justice Initiative Advisory Council. More presentations are being planned for the Superintendent's June Institute for School Leaders.

12. The CLEaR Justice Initiative Advisory Council also established the Multicultural Teachers Council. Each MPS school (including charter and partnership schools) has had the opportunity to have one teacher representative on the Multicultural Teachers Council. The two-hour after-school monthly meetings that provide a forum for teachers to organize and support the CJIAC will continue next year.

13. Through the creation of a website located on the MPS portal's homepage, the CLEaR Justice Initiative Advisory Council will continue to inform school staffs of additional resources and assistance available to them.

14. In June, 2009, using Common School Funds, all K-8 schools received selected multicultural library books with accompanying lesson plans created by Clear Justice Initiative Advisory Council members. The CJIAC intends to expand multicultural library book selections to include middle and high schools.

15. The district also used Common School Funds to purchase an online streaming service, which is being implemented across the district with a comprehensive professional development plan. This contract supports the integration of digital video resources, professional development, and digital content services aligned to Wisconsin standards to support core curriculum implementation. An extensive library of K-12 multicultural content is included in this service.

16. The Administration will continue to support an online streaming service for the district with a comprehensive professional development plan that includes multimedia lessons that incorporate multicultural themes, including instructional strategies that support diversity. Streaming services could also provide industry experts and keynote speakers for school-wide and system-wide events. Additional use of online staff development will also be pursued by the CJIAC.

17. Also, the Department of Human Resources, as a part of its new teacher-induction monthly support program, presents a new teacher seminar, Culturally Responsive Teaching, in which new teachers engage in team-building activities that can be transferred to their own classrooms to aid in developing classroom culture. Teachers are provided with an opportunity to understand the importance of putting the needs of their students first, through an excerpt from Teaching Exceptional Children entitled "Creating Culturally Responsive, Inclusive Classrooms." This seminar also gives new teachers an opportunity to engage in a discussion with a panel comprising educators of various ethnicities. The Department of Human Resources plans to offer this seminar for new teachers again next year.

18. In conjunction with the Department of Research and Assessment, the Clear Justice Initiative Advisory Council has developed an online pre- and post-multicultural training-evaluation survey. All staff members in schools who receive multicultural training funds are required to complete the surveys.

19. As the district continues its present efforts to provide multicultural training through the CLEaR Justice Initiative Advisory Council's activities, the Administration thanks the Board for its current support through the ARRA funds designated for multicultural training programs.

* * * * *

(Item 11) Action on a Request for Authorization to Enter Into FY11 Pupil Transportation Contracts

Background

1. Transportation contracts serving regular, suburban, special education, and homeless students expire this year. In addition, the Administration annually requests authorization to purchase Milwaukee County Transit System (MCTS) bus passes and bus tickets. MPS is projected to spend in FY11 $26.4

million for regular and suburban yellow school bus services, $15.4 million for door-to-door special education services, $3.7 million for MCTS bus passes/tickets, $1.3 million for athletic and extracurricular transportation, and $2.2 million for homeless/shelter service. For FY11, the district is budgeting $750,984 to offset potentially high fuel prices.

2. The total for all services for which the Administration is requesting authorization is $49.7 million. The FY11 budget request for transportation operations is $54.4 million. The remaining funds are budgeted for non-public service and suburban service contracted by suburban districts and miscellaneous programs.

Administration's Analysis

3. The Administration had planned to issue bids for regular, suburban, and special education services; however, due to potential legal issues concerning market-share limitations, the City Attorney's Office has recommended that the Administration negotiate one-year extensions to the regular, suburban, and special education contracts, which would eliminate the legal liabilities. The Administration, therefore, is requesting authorization to enter into these one-year contract extensions. The Administration plans to issue bids in 2010-2011.

4. The district is in the second year of three-year contracts for specialty transportation services for special education and homeless students. The contracts service orthopedically impaired students (OI), early childhood (EC) students with special education needs, students in the Community Assessment and Training Program (CATP), and homeless/shelter students who require special service until more permanent housing can be found. The Administration is requesting authorization to enter into contracts for the second year of the three-year agreement. The Wisconsin Center for the Blind provides weekly transportation services for students residing at its location. The Administration is requesting authorization to continue this service.

5. The district is projecting to spend $3.7 million for Milwaukee County Transit System (MCTS) bus passes and tickets. The contract for the MCTS is based on weekly bus pass usage. FY11 MCTS rates are $16.50 per week for the student weekly pass, and $17.50 per week for an adult pass. Bus tickets are $1.75 each.

6. The Administration has issued bids for athletic and extra-curricular transportation service. The Administration is requesting authorization to enter into one-year contracts for athletic and extra-curricular transportation services.

7. A summary of the contract amounts is found as Table I below.

Table I: 2010-2011 Transportation Contracts

Bus Contractor	Regular & Suburban	Special Education	EC/OI Homeless & CATP	Athletic & Extra-curricular	Fuel Adj	Totals
Alliance				$134,500		$134,500
Atlas (49 buses)	$1,348,252	$534,584	$380,310	$134.500	$38,300	$2,435,946
Bee Bus (64 buses)	$2,749,376	$178,195		$67,250	$78,102	$3,072,923
Dairyland (93 buses)	$1,348,252	$2,934,974			$38,300	$4,321,526
First Student (225 buses)	$6,609,078	$1,257,846	$3,422,798	$269,000	$187,746	$11,746,468
Johnson Bus (12 buses)	$581,598				$16,526	$598,124
Joy Farm (37 buses)	$1,850,541			$134,500	$52,568	$2,037,609
Lakeside Bus (230 buses)	$5,340,135	$2,934,974	$3,119,008	$269,000	$151,698	$11,814,815

Bus Contractor	Regular & Suburban	Special Education	EC/OI Homeless & CATP	Athletic & Extra-curricular	Fuel Adj	Totals
Lamers Bus (142 buses)	$5,604,498	$1,383,630		$269,000	$159,208	$7,416,336
Riteway Bus (10 buses)	$528,726				$15,019	$543,745
Spec Care (37buses)	$475,853	$1,257,846		$67,250	$13,517	$1,814,466
MCTS*	$3,745,440					$3,745,440
Wis Ctr for Blind		$61,450				$61,450
Totals	$30,181,749	$10,543,499	$6,922,116	$1,345,000	$750,984	$49,743,348

** Based on FY11 school and department requests.*

8. Bee Bus Lines is certified as HUB vendor. All bus companies (excluding Milwaukee Transit) are required to purchase goods and services from certified HUB firms equal to 3.5% of their contract value. The total HUB purchases for FY11 are projected at $4.68 million.

HUB Certified ..... Yes..... Bee Bus Lines

Employee Information
- Total.....NA.....NA
- Minority.....NA.....NA
- Women.....NA.....NA

HUB Participation
- Required..... 3.5%..... 100%
- Proposed ..... 3.5%..... 100%
- $ Value.....$1,607,776..... $3,072,923

Type of Business ..... Transportation.....Transportation

Type of Purchase .....Service..... Service

9. Pursuant to the Board's action of April 21, 2005, the Administration is required to provide the results of the State Patrol's inspection of school buses. The State Patrol inspects each company's buses annually. Bus companies must complete any mandated repairs and certify that defects noted during the safety inspection have been repaired and corrected. Many minor repairs are completed during the inspection period and certified by the inspector at that time. This is noted as "Repaired During Inspection" (RDI).

10. Below is a summary of the most current inspection results.

Bus Contractor	# of Buses	# of Buses Passed	# of Buses Failed	# of Re-inspections Required	# of RDI	Pct. Passed	Pct. Failed
Atlas	68	58	10	0	10	85%	15%
Bee	67	54	13	0	13	80%	20%
Dairyland	106	103	3	0	3	97%	3%
Johnson	57	52	5	0	5	91%	9%
Joy Farm	44	44	0	0	0	100%	0%
First Student	275	250	25	0	25	91%	9%
Lakeside	298	284	14	0	14	95%	5%
Lamers	173	164	19	1	18	95%	5%
Riteway	11	10	1	0	1	91%	9%
Spec. Care	41	37	4	0	4	90%	10%
Totals	1,140	1,046	94	1	93	92%	8%

11. The Board established a goal of an 85% approval rate for buses to pass the Highway Patrol's inspections. This was accomplished in FY10.

Strategic Plan Compatibility Statement

12. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: Central Services supports student learning.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

13. Contracts are being presented to the Board pursuant to Administrative Policy 3.09.

Fiscal Impact Statement

14. This item does not authorize expenditures. Total cost for these contracts and MCTS in FY11 is $49,743,348. Final authorization will be given with the adoption of the FY11 budget. The contract amounts are within the FY11 budget request of $49,896,137. Depending on student enrollment through the spring and summer, the Administration may need to adjust the FY11 bus routes and, subsequently, bus contracts.

15. Multi-year contracts include a fuel-adjustment provision that increases payments to bus contractors when the price of fuel exceeds the benchmark price, which is $2.44. The district has contracts totaling $43 million that may be affected by this provision. The Administration budgeted $750,984 in FY11 to cover this cost. This amount was based on an average cost of ultra-low-sulfur diesel at $3.00 per gallon. Funds were included in the FY11 transportation budget request for the services described. The accounts are as follows:

Service	Amount	Budget Code(s)
Milwaukee Transit	$3,164,040	STP-0-0-TRS-DW-EPPT0000
	$581,400	APT-0-0-TRS-DW-EPPT0000
	$3,745,440	
Regular/Suburban	$20,557,282	RTS-0-0-TRS-DW-EPPT0000
	$500,000	SMT-0-0-TRS-DW-EPPT0000
	$6,491,466	SM1-0-0-TRS-DW-EPPT0000
	$250,000	MDK-0-0-TRS-DW-EPPT0000
	$50,000	KMT-0-0-TRS-DW-EPPT0000
	$563,238	RTS-0-0-TRS-DW-EVSPFPUB
	$28,416,986	
Special Education	$837,187	TED-0-0-TRS-DW-EPPT0000
	$9,655,211	RWT-0-0-TRS-DW-EPPT000
	$2,392,656	TPH-0-0-TRS-DW-EPPT000
	$1,410,453	RST-0-0-TRS-DW-EPPT000
	$36,450	OPT-0-0-TRS-DW-EPPT000
	$25,000	NRT-0-0-TRS-DW-EPPT000
	$826,840	TCS-0-0-TRS-DW-EPPT000
	70,000	SAT-0-0-TRS-DW-EPPT000
	$187,746	RTS-0-0-TRS-DW-EVSPFPUB
	$15,441,543	
Homeless/Shelter	$2,292,168	HLT-0-0-TRS-DW-EPTT000

Implementation and Assessment Plan

16. Bus contracts are for FY11 and will take effect July 1, 2010.

Committee's Recommendation

Your Committee recommends that the Board approve the contracts found in the table below. Contracts will be for the 2010-2011 school year. Contract implementation is contingent upon the Board's granting final expenditure authority with the approval of the FY11budget.

Bus Contractor	Regular & Suburban	Special Education	EC/OI Homeless & CATP	Athletic & Extra-curricular	Fuel Adj	Totals
Alliance				$134,500		$134,500
Atlas (49 buses)	$1,348,252	$534,584	$380,310	$134.500	$38,300	$2,435,946
Bee Bus (64 buses)	$2,749,376	$178,195		$67,250	$78,102	$3,072,923
Dairyland (93 buses)	$1,348,252	$2,934,974			$38,300	$4,321,526
First Student (225 buses)	$6,609,078	$1,257,846	$3,422,798	$269,000	$187,746	$11,746,468
Johnson Bus (12 buses)	$581,598				$16,526	$598,124
Joy Farm (37 buses)	$1,850,541			$134,500	$52,568	$2,037,609
Lakeside Bus (230 buses)	$5,340,135	$2,934,974	$3,119,008	$269,000	$151,698	$11,814,815
Lamers Bus (142 buses)	$5,604,498	$1,383,630		$269,000	$159,208	$7,416,336
Riteway Bus (10 buses)	$528,726				$15,019	$543,745
Spec Care (37buses)	$475,853	$1,257,846		$67,250	$13,517	$1,814,466
MCTS*	$3,745,440					$3,745,440
Wis Ctr for Blind		$61,450				$61,450
Totals	$30,181,749	$10,543,499	$6,922,116	$1,345,000	$750,984	$49,743,348

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on a Resolution Authorizing the Establishment of the Milwaukee Board of School Directors' Post-Employment Benefits Trust; Approval of the Trust Agreement and Investment Policy; and Appointment of Marshall & Ilsley Trust Company, N.A., as the Trustee and M&I Investment Management Corporation as the Investment Manager

Background

1. In July 2004, the Governmental Accounting Standards Board (GASB) issued Statement 45, Accounting and Financial Reporting by Employers for Post-Employment Benefits Other Than Pensions, which establishes standards for the measurement and recognition of costs associated with post-employment benefits other than pensions, e.g., health.

2. GASB 45 requires the district to report not only the current-year cost of providing post-employment healthcare benefits, but also a portion of the actuarial determined cost of providing healthcare benefits over the projected lifetime of retirees. MPS implemented GASB 45, as required, during fiscal year 2008 (FY08) and reported its other post-employment benefits (OPEB) liability in its Comprehensive Annual Financial Report (CAFR) in FY08 and FY09.

3. Currently, MPS funds the cost of post-employment benefits on a pay-as-you-go basis. As a result, MPS funds its current-year retiree costs in the year in which they are incurred, but does not contribute to the amortization of its growing OPEB liability.

4. The Department of Public Instruction (DPI) recognizes that post-employment benefits represent a significant liability that must be funded. DPI also acknowledges it is fiscally appropriate to have the cost of these benefits recognized and funded as they are earned, i.e., over a worker's period of employment. Accordingly, Wisconsin's accounting guidelines allow school districts to set aside resources for future funding of post-employment benefits in a trust.

5. The advantage to school districts for establishing a post-employment benefits trust is that the full amount of the contribution to the trust is aidable, even if the contribution exceeds the current year's retiree healthcare costs. If, annually, an amount equal to at least 105% of the current-year pay-as-you-go cost is contributed to the trust, the District can also receive special education categorical aid on payments to the trust that are made to fund benefits for staff charged to the special education programs. This aid is over and above the normal level of special education aid received and will help fund the 5% excess pay-as-you-go cost necessary to fund the trust in the subsequent years.

Administration's Analysis

6. The Administration requests that the Board adopt a resolution authorizing the establishment of an MPS post-employment benefits trust.

7. In accordance with the proposed Trust Agreement, the Board may delegate investment authority pursuant to Wisconsin Statute 66.0603 to an investment manager to supervise and direct the investment and reinvestment of the assets of the trust. The proposed investment policy attached to the minutes of your Committee's meeting, which is modeled after the policy used for the District's supplemental pension plan assets, outlines the delegation of investment authority and the permissible investments that can be made by M&I Investment Management Corporation as the initial investment manager. The proposed policy outlines that short-term funds will be invested in the Marshall Prime Money Market Fund. As the funds build in the trust, a separate account will be used that will be managed by M&I with guidelines similar to the portfolios M&I are managing for the District's supplemental pension funds.

8. The Administration also requests that the Board:

   a. approve and authorize execution of the trust agreement, as attached to the minutes of your Committee's meeting, that creates the post-employment benefits trust (Exhibit A).

   b. approve the investment policy (Exhibit B), as attached to the minutes of your Committee's meeting.

   c. appoint Marshall & Ilsley Trust Company, N.A., as the trustee.

   d. appoint M&I Investment Management Corporation as the initial investment manager.

9. DPI requires the District to obtain a written opinion from legal counsel stating the trust is established within the authority of the School Board and complies with applicable state statutes, federal laws and regulations. An opinion of legal counsel can be found as Exhibit C. In addition, the District will seek a private letter ruling from the Internal Revenue Service confirming that the trust satisfies Internal Revenue Code section 115.

10. DPI also requires a district to fund contributions to the trust by June 30, the last day of the fiscal year. Consequently, contributions to the trust attributable to FY10 retiree healthcare costs must be made prior to June 30, 2010.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

12. This item complies with Wisconsin Statutes 115.28 (13) regarding the use of an accounting system prescribed by the State Superintendent; 115.88(1) addressing special education categorical aid; and 121.79 relating to state tuition categorical aid.

13. This item adheres to the United States Office of Management and Budget (OMB) Circular A-87 concerning standards for determining costs eligible to be charged to federally-funded financial programs.

14. MPS is in compliance with GASB 45 rules governing the recording and reporting of the District's OPEB liability.

Fiscal Impact Statement

15. This item does not authorize expenditures. The FY11 budget includes $75.3 million to fund the required FY11 trust contribution. The FY11 contribution includes the estimated pay as you go costs for FY11 retiree health and life insurance expenses and an additional 5% of the FY11 pay as you go cost for future retiree health and life insurance expenses.

Implementation and Assessment Plan

16. Upon the Board's approval and execution of the resolution and trust agreement, the Administration will obtain a legal opinion in substantially the form attached to the minutes of your Committee's meeeting as Exhibit B, deliver required documentation to DPI, inform employees and former employees eligible to receive benefits that they may receive a copy of the trust agreement, and take further actions reasonably necessary to accomplish the purposes of this resolution.

Committee's Recommendation

Your Committee recommends the Board:

1. adopt the resolution below, authorizing the establishment of a post-employment benefits trust;
2. approve and authorize the execution of the trust agreement;
3. approve the trust investment policy; and
4. appoint Marshall and Ilsley Trust Company, N.A. as the initial trustee and appoint M&I Investment Management Corporation as the initial investment manager.

Resolution

WHEREAS, the Milwaukee Board of School Directors (the "District") provides for the welfare of its eligible employees, former employees and their eligible dependents by maintaining one or more post-employment welfare benefits plans including, without limitation, plans to provide healthcare benefits (collectively, the "Plans");

WHEREAS, such post-employment benefits provided by the District represent compensation resulting from contractual agreements and Board policies between the District and its eligible employees and former employees for services rendered to the District;

WHEREAS, the District's obligation to provide such post-employment benefits and its liability with respect to the cost of funding such benefits accrues and has accrued during the period of employment of such eligible employees and former employees;

WHEREAS, the Wisconsin Department of Public Instruction (the "Department") has acknowledged that it is fiscally appropriate to have the cost of funding such post-employment benefits recognized and provided for as such benefits accrue;

WHEREAS, the District has heretofore engaged Gabriel, Roeder, Smith and Company (GRS) to perform an actuarial valuation of its liability with respect to the cost of funding such post-employment benefits, the results of which valuation are summarized in a report entitled "Milwaukee Public Schools OPEB Valuation (i.e., GASB 45 Projected Actuarial Valuation Results as of July 1, 2008, Based on Actuarial Valuation at July 1, 2007)."

WHEREAS, it is necessary and desirable that the District create a segregated, irrevocable trust fund (the "Trust") pursuant to a trust agreement (the "Trust Agreement") and Wisconsin law in order to establish a trust which will have assets to fund all or a portion of the District's accrued liability with respect to the cost of funding such post-employment benefits;

WHEREAS, The Wisconsin Uniform Financial Accounting Requirements ("WUFAR") for school districts provide for a separate accounting fund, the "Employee Benefit Trust Fund (Fund 73)" for reporting resources set aside and held in trust to pay such post-employment benefits;

WHEREAS, the District intends for the Trust to qualify as a Fund 73 employee benefits trust fund within the meaning of WUFAR and in compliance with applicable requirements promulgated by the Department;

WHEREAS, the Trust shall be separate and independent from any other segregated account of the District which may hold or be used to account for assets used to pay post-employment benefits or fund accrued liability associated with such benefits and under no circumstances shall any assets in any such other account be commingled with assets of the Trust;

WHEREAS, the District and its officers, employees and/or agents have consulted with appropriate professionals regarding applicable filing and reporting requirements, if any, required by the Internal Revenue Service or other regulatory agencies; and

WHEREAS, the District and its officers, employees and/or agents have notified the Trustees (as defined below) of their fiduciary responsibilities to the Trust, and have provided or made available additional assistance, resources and information to the Trustee regarding the nature of such responsibilities;

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Approval of Creation of Trust and Trust Agreement. The creation of a Trust to be named the Milwaukee Board of School Directors Post-Employment Benefits Trust" (the "Trust") is hereby approved. The Trust shall be created by the Trust Agreement in substantially the form of Exhibit A attached hereto and incorporated herein by reference. The Trust Agreement is hereby approved. The President and Superintendent are hereby authorized and directed to execute the Trust Agreement on behalf of the District.

Appointment of Trustee and Investment Advisor; Notice of Fiduciary Responsibility. Marshall and Ilsley Trust Company, N.A. is hereby appointed as the initial Trustee under the Trust Agreement, and M&I Investment Management Corporation is hereby appointed as the initial Investment Manager under the Trust Agreement and the Investment Policy. Each of such entities is hereby notified that it has a fiduciary responsibility concerning transactions of the Trust.

Provisions of Plans to Govern. The terms of the Plans shall govern the ultimate payment and disbursement of the funds accumulated in the Trust. Payments shall be made from the Trust only to provide benefits provided in the Plans in accordance with the terms of the Plans. Funds held in the Trust may not be used for any purpose other than to (a) pay operating and administrative expenses of the Trust, (b) make investments permitted under applicable Wisconsin law, (c) pay benefits in accordance with the terms of the Plans, and (d) make a distribution to a trust or entity whose income is exempt from federal income taxation under section 115 of the Internal Revenue Code of 1986, as

amended, as specified by the District upon the termination of the Trust as provided in Article 8 of the Trust Agreement. No assets of the Trust may revert to the District except as provided in Article 8 of the Trust Agreement and only after satisfaction of all liabilities under each Plan.

Opinion of Counsel. As required by the Department, the District shall obtain from legal counsel to the District an opinion in substantially the form attached hereto as Exhibit C (the "Opinion").

Required Documentation to be Provided to the Wisconsin Department of Public Instruction (DPI). As required by the Department, District Administration is hereby authorized and directed to provide or cause to be provided to the Department executed copies of the following documents as soon as the same are available:

(a) the Valuation Report;

(b) this Resolution;

(c) the minutes (or excerpts of minutes) from the meeting at which this Resolution is adopted;

(d) the Trust Agreement;

(e) the Opinion; and

(f) such other documents and instruments as the Department may request.

Required Notice to Eligible Employees and Former Employees. As required by the DPI, District Administration is hereby directed to provide, or cause to be provided, a notice to District employees and former employees that are eligible to receive benefits to be paid indirectly through the Trust that such employees and former employees may obtain a copy of the Trust Agreement upon request.

Filing and Reporting Requirements. The District has determined and hereby declares that the Trust has met applicable filing and reporting requirements, if any, required by the Internal Revenue Service or other regulatory agencies in connection with the establishment of the Trust, and covenants that the Trust will meet any applicable filing and reporting requirements which may be required to keep it in good standing going forward. The District will arrange for the filing of a request that the Internal Revenue Service provide a private letter ruling confirming that the Trust document satisfies Internal Revenue Code section 115.

Further Authorizations. The superintendent, officers, employees and agents of the District are hereby authorized and directed to do any and all things reasonably necessary to accomplish the purposes of this Resolution.

Conflicting Actions Rescinded; Severability; Effective Date. All prior resolutions, rules or other actions of the District or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted and recorded this _____ day of _____, 2010.

_____

President

ATTEST:

_____

District Clerk

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 13) Action on Extension of an Intergovernmental Service Agreement with Milwaukee County Behavioral Health Division's Wraparound Milwaukee for Three Dedicated Mobile Urgent Treatment Teams to Serve MPS Schools

Background

1. The Milwaukee Board of School Directors entered in to an intergovernmental agreement with the Milwaukee County Behavioral Health Division's Wraparound Milwaukee for three dedicated mobile urgent treatment teams (MUTT) to serve the Milwaukee Public Schools. The term of the initial agreement was January 2007 through January 2008.

2. The first extension of the agreement was approved by the Milwaukee Board of School Directors for the period from February 1, 2008, to January 31, 2009. The second extension was approved by the Milwaukee Board of School Directors for the period from February 1, 2009, to January 31, 2010.

3. The decision to enter into the original agreement was based on important data that reflect a growing need to address the mental health needs of our Milwaukee Children — The Youth Risk Behavior Survey, which is given annually to middle- and high-school students of Wisconsin. Data, available on the DPI website, indicates that 4.6% of students report not feeling safe at school. In the same survey, 22% of males and 33% of females reported feeling sad or hopeless. The survey further reports that 17.8% had seriously considered suicides during the past 12 months.

4. The Center for Disease Control, National Center for Health, Statistics Report (2006) reports that 16% of US children ages 4 to 17 years had parents who talked with healthcare providers about concerns regarding their children's behavioral and emotional health and wellbeing. According to the CDC, approximately only one-third of the children with mental health needs receive treatment for their problems. Access to mental health services supports the implementation of the Safe Schools Health Students Grant as well as the MPS Strategic Plan.

Administration's Analysis

5. As a result of ongoing discussions relative to issues of behavioral needs and supports for students with and without disabilities, and as a part of the Corrective Action Plan relative to MPS's DIFI status, the District has implemented a number of tiered prevention, early intervention, and focused intervention strategies. MPS has implemented the tiered PBIS (Positive Behavior Intervention and Supports) to focus on increasing positive behaviors for all MPS students, thus reducing suspensions and increasing students' time in school and on task for learning. The MUTT team provides an essential component of the tier-three interventions for students and families.

6. Specific services provided by the MUTT teams under the agreement are as follows:

   a. **Telephone Emergency Services** — Crisis consultation, identification of and referral to ongoing mental health services, or request for MUTT's direct face-to-face intervention at any MPS school.

   b. **Face-to-Face Crisis Intervention** — Crisis intervention to the schools, Monday through Friday, 8:00 am to 4:30 pm. MUTT responds to the designated MPS referral staff and comes immediately to the school to:

      (1) identify and assess the child's immediate emotional health;

      (2) provide crisis counseling and short-term support services to stabilize the child;

      (3) assist in the development of a crisis/safety plan, as needed with, the school staff to identify precipitating factors, the child's strengths and needs, and strategies to deal with potential future crisis situations;

      (4) provide referral resources to MPS families and MPS staff, as needed, for ongoing treatment services for children; and

      (5) attend collaborative support team meetings if needed and/or to provide written reports back to the school.

c. **Training and Consultation** — Training is provided in emergency mental health and general behavioral principles related to children. The MUTT team is available for ongoing consultation with school administrators and staff relative to these issues. The content of training is determined by MPS and MUTT through a collaborative planning process.

d. **Crisis Stabilization** — The MUTT project also provides, for up to 25 hours per week (5 students x 5 hours), a 1:1 crisis stabilizer who is available in classrooms on a short-term basis. This individual (or individuals) is an aide trained in crisis response and de-escalation techniques. The need for this service is determined by the MUTT team staff, the child's parent/guardian, and school administration.

e. **Consent** — School officials make attempts to secure the consent of the parent/guardian for assessment and treatment by the MUTT team prior to intervention. In cases in which consent cannot be obtained due to the unavailability of the parent/guardian, the MUTT team provides emergency assessment and support to the child, while continuing to attempt to secure consent. No child can be seen by the MUTT team without consent of the parent.

f. **Records** — The MUTT team's records are maintained at the MUTT office in the Behavioral Health Division. They are maintained apart from any school records. Confidentiality is maintained in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

7. The Milwaukee County Behavior Health Division's WrapAround Milwaukee Program and its Mobile Urgent Treatment Team currently provide three dedicated MUTT teams to the service of the Milwaukee Public Schools and families in the MPS community. These teams dedicated solely to the service of MPS are able to provide more direct services to MPS with greater efficiency than are the county-wide MUTT team support services. The supports and services are designed to address youth with immediate emotional, mental health, and behavioral needs that threaten their wellbeing and that of others and their ability to remain in the classroom.

8. The objective of the MUTT team is to intervene in crisis situations in MPS schools that require skilled and immediate response to help assess the youth's mental health needs and provide immediate support to stabilize the youth's behavior in the classroom. The MUTT team complements the psychological and social work services that are already provided by MPS.

9. As a direct result of the partnership with Milwaukee County Wraparound MUTT Team, MPS youth have priority eligibility for participation in the REACH (Reaching Engaging and Assisting Children and Families) Program. Currently 210 MPS students and families receive support though the REACH program. The program mirrors in many respects the services proved by Wraparound Milwaukee to students who are adjudicated. The strength of the Reach program is that it is made available to students and their families prior to becoming involved in the court system. The program is designed to meet the mental health and emotional needs of youth who meet the following criteria:

- has a condition of severe emotional disturbance as defined in DSM-IV;
- is involved in two or more service systems, such as mental health, education, child welfare, or juvenile justice;
- ability to function at home, at school, or in the community is affected by his or her mental health condition;
- is at risk of placement in a psychiatric hospital, residential treatment center, or correctional facility.

10. The Safe Schools Healthy Students grant includes a major goal of increasing access to mental health Services. The MUTT team activities assist families to build important connections with the mental health services in the community. The Milwaukee MUTT team members provide leadership to the grant-steering committee, staff support to increase connection to the REACH Program services, and training and support to school staff and MPS parents regarding mental health issues. Data regarding activities for the 2009-10 school year are provided in Attachment #1 to the minutes of your Committee's meeting.

11. An independent evaluation of the MPS Mobile Urgent Treatment Team's services was conducted by Paul Florsheim, PhD., University of Wisconsin, and Trina C. Salm Ward, MSW, Center for Urban Population Health. The report provides an overall recommendation to continue the partnership with the MUTT team and outlines strategies to improve services. The report is found as Attachment # 2 to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

12. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: school staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measureable objectives: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy, or Board Rules Statement

13. This item is in alignment with MPS administrative polices and procedures. A sole-source waiver was granted for the intergovernmental agreement with Milwaukee County Wraparound based on the fact that the Mobile Urgent Treatment Team (MUTT) currently provides services to MPS and that, due to the County services involved, there were no competitive vendors.

Fiscal Impact Statement

14. This item authorizes expenditures. The total cost of the dedicated Mobile Urgent Treatment Team program is $280,720. Funding for the recommended extension of the intergovernmental agreement between MPS and Wraparound Milwaukee in the amount of $197,920 is available within the Crisis Response Initiative budget, account code DTI 00-CRR-DW-ELPC. The remainder of the cost ($82,000) will be supported by Wraparound Milwaukee. This extended intergovernmental agreement runs from January 2010 through June 30, 2010.

Implementation and Assessment Plan

15. Upon approval by the Board, the Administration will take the necessary steps to implement the services within the District.

Committee's Recommendation

Your Committee recommends that the Board approve the extension to the Intergovernmental Agreement with Milwaukee County Behavioral Health Division-Wraparound Milwaukee, as attached to the minutes of your Committee's meeting, in the amount of $197,920 for three dedicated Mobile Urgent Treatment Teams (MUTT) to serve MPS schools from February 1, 2010, through June 30, 2010. The continuation of the contract beyond the 2009-10 school year will be considered during the FY11 budget process.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 14) Action on a Request to Waive Administrative Policy 6.04 to Allow a Textbook Vendor to Defray MPS's Costs to Attend a TCI 2009 Leadership Conference for Professional Development Associated with the Social Studies Textbook Adoption

Background

1. In May of 2008, after the Superintendent had submitted his recommendation for textbook adoptions to the Board, concerns were raised about the appropriateness of the proposed social studies material relative to multiculturalism, multiple perspectives, and race issues. The Superintendent retracted the recommendation and requested the Administration to further study the social studies textbook proposal to allow for due consideration of input from the MPS community. The Social Studies Task Force was formed. Ultimately, the Superintendent's initial recommendation for grades 6-8 was adopted by the Board, but *Social Studies Alive! (*2010) published by TCI, was adopted for grades K-5 to ensure an adequate discussion of racism, balanced representations, and historical accuracy.

2. As part of the contract with TCI, the vendor is required to provide up to 250 hours of free training the first year of the adoption to MPS on an as-needed basis, to include training for ELL staff, summer school staff, and Special Education staff. Training for years 2-7 shall continue to be offered at no additional charge for up to 100 hours per year.

3. TCI brings representatives from all of the districts that adopted *Social Studies Alive* to a Teacher Leadership Conference in San Francisco for professional development. According to TCI, the conference constitutes "a significant part of our ongoing support" of the textbook. Attendees receive additional training on how to deepen and extend the use of TCI *Social Studies Alive!* materials. TCI offsets the costs of room, board, and the conference for all attendees from all participating districts.

4. Current administrative policy would preclude MPS from taking advantage of the opportunity to participate in the professional development at little cost to the district:

   a. Administrative Policy 6.04(2)(a) states that "an employee of MPS may not accept any gift or gratuity in excess of $25.00 annually from any…firm that does business with…MPS."

   b. Administrative Policy 6.04(6)(a) mandates that "[d]ecisions to purchase…must be free of even the appearance of bias toward a company or vendor based on remuneration."

   c. Administrative Policy 6.04(8)(b) states, "Vendors are not allowed to pay travel or related expense."

Administration's Analysis

5. The value to the District of participating in the professional development as TCI proposes is $36,630 ($5,100 for the hotel for 10 people; $1,530 *per diem* for 10 people, and $30,000 for the conference itself).

6. No member of the textbook committee would attend the conference. There are three members of the Social Justice Committee who could have influenced the decision to adopt *Social Studies Alive!* who will attend the conference, but there is no way those persons could have been aware of the conference.

7. The Clear Justice Committee, an offshoot of the Social Justice Committee, which developed from the Social Studies Task Force, encourages attendance at this conference to take advantage of the opportunity to ensure the best implementation of the curricula and to ensure that MPS's concerns surrounding multiculturalism and English as a Second Language are addressed.

8. No other District has rejected the cost deferral to attend the conference.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

10. The Administration's recommendation would require a waiver of Administrative Policy 6.04, Employee Code of Ethics.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation and Assessment Plan

12. Upon approval of this item, the Administration would arrange to attend the TCI conference as TCI has proposed.

Committee's Recommendation

Your Committee recommends that the Board waive Administrative Policy 6.04 and authorize the Administration to accept TCI's offer to defray the costs of attending professional development surrounding the social studies adoption from June 28 through July 1, 2010.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

REPORT #2

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Hearing, Deliberation, and Action in the Matter of an Appeal of Disciplinary Action Under Part IV, Section N(1)(E)(1) of the Contract Between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers

Background

1. Your Committee on Accountability/Finance and Personnel reports have given hearing on Friday, May 14, 2010, under Part IV, Section N(1)(e)(1), of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association-Teachers, in the matter of an appeal of disciplinary action of suspension without pay from January 25, 2010, through June 16, 2010, and placement of a letter regarding this matter in the teacher's personnel file.

2. Your Committee reports having determined that there existed cause to discipline said teacher on inappropriate teacher behavior.

Committee's Recommendation

As a result, your Committee on Accountability/Finance and Personnel has determined that the following constitute disciplinary sanctions that are amply supported by just cause:

1. suspension without pay for 120 calendar days, commencing January 25, 2010;
2. upon completion of the suspension, return to work at another school or assignment as a day-to-day substitute, at the discretion of the Administration, for the remainder of the school year;
3. provision of appropriate professional development by the Administration before the start of the next school year;
4. assignment to an appropriate permanent assignment for the 2010-11 school year by the Administration; and
5. placement of a letter regarding this matter in the teacher's personnel file.

Director Spence moved that the Board retire to executive session, under the provisions of Wisconsin Statutes 19.85(1)(a).

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Voting "present"—Director Blewett—1.

The Board retired to executive session at 7:55 PM.

The Board reconvened in open session at 8:25 PM.

Director Voeltner moved that the Board approve the following disciplinary sanctions, which are amply supported by just cause:

1. suspension without pay for 120 calendar days, commencing January 25, 2010;
2. upon completion of the suspension, return to work at a school assignment;
3. provision of appropriate professional development by the Administration before the start of the next school year;
4. assignment to an appropriate permanent assignment for the 2010-11 school year by the Administration; and
5. placement of a letter regarding this matter in the teacher's personnel file.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Abstaining from voting—Director Spence—1.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Falk presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

(Item 1) Action on Amendments to the Superintendent's Proposed FY11 Budget

1. Your Committee reports having reviewed the Superintendent's proposed FY2011 budget for the School Operations, Extension, and Construction Funds, dated April 21, 2009.

2. Your Committee reports having received updates and given public hearing on the Superintendent proposed FY11 budget at its meetings on May 4, 6, 11, and 13, 2010.

3. Your Committee reports having held a worksession and taken action on amendments to the Superintendent's proposed FY11 Budget at its meeting on May 13, 2010, immediately following which your Committee held a worksession and took action on the Superintendent's proposed FY11 Budget, including the budgets for the School Operations, Construction, and Extension Funds.

4. Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Milwaukee Board of School Directors is scheduled to held its public hearing on the proposed FY11 School Operations, Construction, and Extension Fund budgets on May 20, 2010.

5. In accordance with statutory provisions, the budget, along with notice of the statutory hearing scheduled for May 20, 2010, was published in the *Milwaukee Journal Sentinel* on May 12, 2010.

6. At its regular monthly meeting on January 28, 2010, the Board adopted a timeline for the FY11 budget. According to the timeline, the Board is to make its preliminary adoption of the budget on June 3, 2010.

Committee's Recommendation

Your Committee recommends that, in accordance with the timeline adopted by the Milwaukee Board of School Directors on January 28, 2010, the Board hold this item for consideration and action at the special meeting of the Board scheduled for June 3, 2010, at which time your Committee will recommend the following amendments to the Superintendent's proposed Fiscal Year 2011 budget to the Board for its approval:

Amendment*	**Intent**
1.	Implement a district-wide mandatory two-day furlough for all staff (with the exception of critical personnel) to be held during the teachers' convention, with a portion of the savings to be used to restore the digital technology positions slated for elimination. Also use $179,000 of unemployment compensation to offset the cost of these staff. This action is contingent upon union 1616's agreeing to an M.O.U. which is to include acceptance of the district's lower-cost healthcare plan or that individual members may agree to pay the difference between the higher- and lower-cost healthcare plans.
2.	To eliminate the unfilled Chief Audit Officer position and create a new position — Service Areas Administrator — requiring a CPA, MPA, or MBA designation, for the Office of Board Governance.

Amendment*	Intent
3.	To create a MPS Partnership for 21st Century Learning, focusing on the study of the humanities and sciences and to be modeled after the MPS Partnership of the Arts, in the amount of $1,000,000. The Partnership should include, but not be limited to, components of service learning and civic engagement, with a two-phase implementation ($500,000 upon initial approval, and $500,000 upon final approval of the FY11 budget).
4.	Implement a district-wide furlough day (with the exception of critical positions) to be scheduled during winter break and use the savings to restore the five Assistant Principal positions slated for elimination This action is contingent upon ASC's agreeing to an M.O.U. to accept the district's lower-cost healthcare plan or that individual members may pay the difference between the lower- and higher-cost plans..
5.	Split the $1,000,000 funding for charter-school retention and use $500,000 to ensure the district's compliance for guidance counselors by restoring 5.0 guidance counselor positions slated to be cut in the FY11 budget. The remaining $500,000 is to be used for charter-school retention..
6.	Implement a district-wide two-day mandatory furlough for all staff (with the exception of critical personnel) to be held during the teachers' convention, with a portion of the savings to be used to restore the following positions: • Painters/Painter Chargemen • Plasterers • Insulators Also use $179,000 of unemployment compensation to offset the cost of these staff. This action is contingent upon trades agreeing to an M.O.U. to accept the district's lower-cost healthcare plan or to allow individual members to pay the difference between the higher- and lower-cost plans..
9.	In alignment with district efforts already undertaken, to partner with parent and community organizations to offer MPS students services such as tutoring, literacy help, and other after-school activities through an increase in the Extension Fund of $100,000 to fund mini-grants of no more than $10,000 to each organization.
13.	First, to restore any teacher licensed to teach art, music, or physical education, then to restore a portion of the following positions: • paraprofessionals • teachers • general education assts. This action is contingent upon bargaining units agreeing to an M.O.U. to accept the lowest-cost healthcare plan which the MPS offers or to allow individual members to pay the difference between the higher- and lower-cost plans..

*Amendments' numbers are those given when they were submitted to the Committee. Missing numbers are those that had been assigned to amendments that were withdrawn or that the Committee did not forward to the Board for approval.

Considered with Item 2, below.

* * * * *

(Item 2) Action on the Superintendent's Proposed FY11 Budget, as Amended, Including the Budgets for the School Operations, Construction, and Extension Funds

Committee's Recommendation

Your Committee recommends that, in accordance with the budgetary timeline adopted by the Milwaukee Board of School Directors on January 28, 2010, the Board hold this item for consideration and action at the special meeting of the Board scheduled for June 3, 2010, at which time your Committee will recommend the following budgetary resolutions related to the Fiscal Year 2011 budget to the Board for its approval:

SCHOOL OPERATIONS FUND

RESOLVED, That pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of **$989,628,757** will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2011 Fiscal Year; and that ***[AMOUNT TO BE DETERMINED]*** thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition of the money to be received from state aids, shared taxes, and from other miscellaneous sources.

CONSTRUCTION FUND

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of **$32,977,342** will be required for the 2011 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$15,988,342** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of **$14,255,240** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2011 Fiscal Year, and that **$11,326,234** thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Falk moved to hold over the entire report (Items 1 and 2) for action at the Special Board Meeting scheduled for June 3, 2010.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

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NEW BUSINESS

(Item 1) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. On May 4 and May 19, Head Start support staff participated in a mental health professional development series which focused on
   - increasing staff's knowledge base related to child/family development and mental health;
   - improving staff's levels of self-awareness and cultural responsiveness around mental health issues; and
   - building staff's skill set and strategies to create and sustain positive teaching and learning relationships and environments.

   The instructional staff participated on May 5.
2. From May 5 through May 8, the Curriculum Generalist, ERSEA Manager, one nurse associate, three family partnership associates, and three Head Start parents attended the 34th Annual National Head Start Association Conference in Dallas, Texas. The conference focused on education, health, parental involvement, enrollment, and performance standards.
3. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on May 6. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.
4. Head Start teachers and assistants participated in an active learning fieldtrip professional development on May 6. The focus of the fieldtrip was on engaging the classroom teaching teams in activities that provide strategies to extend students' learning opportunities through field trips.
5. The Head Start Coordinator participated in an Early Childhood staff meeting on May 7, which focused on updates and planning for Early Childhood programs.
6. Head Start staff meetings were held on May 7 and May 19 to provide mental health training and to discuss program updates, enrollment, and health compliance.
7. Management meetings were held on May 7 and May 21, focusing on program updates, changes, and Policy Council meeting planning.
8. The Head Start Policy Council meeting was held on Saturday, May 8. The meeting focused on program updates.
9. Health Team meetings were held on May 10 and May 24. The meetings focused on screenings, follow-ups, health and safety monitoring, family and staff health, and nutrition programming.
10. The Head Start Coordinator participated in a Gwen T. Jackson Model Site meeting held on May 11. The meeting was held to discuss current programming and practices.
11. The Head Start Coordinator participated in a PeopleSoft ePerformance training on May 11. The training focused on how to use the new electronic staff-evaluation tool.
12. The Health, Mental Health, and Disabilities Manager attended the monthly district Parent Involvement Committee meeting held on May 11 to discuss, plan, and collaborate at the district level related to programs and activities to engage and increase parental participation.

13. The Head Start Coordinator participated in an Elementary and Secondary Education Act (ESEA) interview sessions on May 12. The sessions, which were conducted by the Department of Public Instruction, focused on district-wide efforts in parental involvement and departmental collaborations.

14. ERSEA/FPA meetings were held on May 12 and May 26. The meetings focused on enrollment, attendance, recruitment, health compliance, and Family Partnership Agreement follow-ups.

15. The Head Start Coordinator attended a University of Wisconsin-Milwaukee Administrative Leadership advisory committee meeting on May 14 to address concerns and requests around the support and efforts to support school district leaders as well as course programming.

16. The Head Start Coordinator, Health Team, and Health, Mental Health and Disabilities Manager conducted the Head Start Health Services Advisory/Community Partners Committee meeting on May 14. The meeting was held to review, plan, and discuss with health providers and partners programs and activities that address critical issues and concerns related to health, mental health, disabilities, and nutrition in Head Start families and children.

17. The Head Start Fatherhood Brunch was held on May 15. The brunch was held to motivate fathers to become more involved in their children's education and life experiences.

18. The Head Start Coordinator attended a strategic planning meeting on May 19. The meeting focused on a district-wide grant opportunity with the Medical College of Wisconsin.

19. Head Start teachers participated in after school collaboration trainings with Head Start, High Scope, and SDC Head Start on May 19. The training focused on how to have an engaging science area.

20. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on May 19. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

21. The Head Start Coordinator participated in an Elementary and Secondary Education Act (ESEA) 2010-2011 Consolidated Improvement Plan meeting on May 20. The focus of the meeting was to plan and prepare for the 2010-2011 Department of Public Instruction visit.

22. The Head Start Coordinator attended a data retreat on May 20 and May 27 to present materials regarding transitions.

23. The Head Start Coordinator participated in a Department of Educational Services Project Team meeting on May 21. The meeting was held to allow time for Department of Educational Services Project Teams to meet and plan.

24. The Head Start Volunteer Luncheon was held on May 21. The luncheon saluted the individuals who have donated their time in the Head Start Program.

25. The Head Start Coordinator participated in a Workgroup for licensure of directors of instruction with the Department of Public Instruction on May 25. This State Superintendent's advisory group focused on reviewing the existing content guidelines for the preparation of directors of instruction and suggesting revisions to those guidelines.

26. The family partnership associates facilitated the parental meetings for the month of May. The meetings focused on transition.

27. The next Policy Council Meeting will be held on Saturday, June 12, 2010, at 12:00 noon at Central Services in room 206/208.

Services Provided

28. Site-monitoring visits were conducted at Auer, Congress, Fletcher, Gwen T. Jackson, Hopkins, Keefe, and Westside.

29. On-site dental exams were completed at six schools: Kagel, Forest Homes, Alba, Hopkins, Silver Spring, and Siefert.

30. Health screenings for vision and hearing were conducted for all newly enrolled Head Start students.

Enrollment

31. There were 1,033 students enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year as of May 17.

32. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program for the Expansion Program for the 2009-2010 school year as of May 17.

33. There were 695 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of May 17.

* * * * *

(Item 2) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by President Bonds

- The MPA Co-Executive Directors have become involved in the Graduation Project and have committed to help with acting on recommendations that are being finalized.
- The MPA Co-Executive Directors have been involved in a new effort for possible grant funds to connect expertise from universities with principals of low-performing high schools in the Transformation Zone and transformation high schools.
- The Implementation Team shared and discussed comments on what is being done and what might be done to raise a sense of urgency or to solve problems related to some of the reading issues at MPS as revealed by the NAEP results.
- Communication has begun concerning possible collaboration or alignment with another effort in development to help Milwaukee children this summer in the area of reading. The Implementation Team discussed some ideas for this effort and beyond.
- Discussion continued at the Implementation Team's May meeting concerning an MPA summer retreat focused on reading. A date in mid-August is now being considered.
- Work has continued on the "Essential Information for Parents" bulletins project.
- The Implementation Team and work groups are reviewing the new MPS Comprehensive Literacy Plan that will be rolled out in Fall 2010 and will align their work for next year with the Plan.
- Some suggestions for work groups in 2010-2011 were made to the Implementation Team.
- Comprehensive Literacy Work Group Update:
  - — The university connection is being continued to help the universities better prepare teachers for the needs of MPS and urban education.
  - — Technology and professional development personnel from MPS will join the next work group meeting for discussion about the continuing connection between MPS professional development and resources accessible to university people and students.
- Developmental Literacy Subgroup Update:

- — The State of Florida's Reading Endorsement through the Florida Department of Education was reviewed and may be considered as a possible model to combine with a quality teacher grant.
- — The Florida Reading Endorsement Competencies draft was also reviewed. Thought will be given to creating a similar, yet expanded, literacy endorsement to explicitly include writing and to ensure true integration of reading and writing.
- — Archived online professional development courses from Cardinal Stritch University were reviewed as possible resources for course development.

• Family Literacy & Tutoring Work Group Update:

- — Tutoring training sessions for this year have concluded.
- — Meetings with the community are taking place to identify and discuss tutor-training needs for next year.
- — Betty Smith, MPA Family Literacy & Tutoring Coordinator, and other Family Literacy & Tutoring Work Group and Implementation Team members attended the District Advisory Council meeting at which Alberto Retana, Director of Community Outreach for the U.S. Department of Education, shared information about the Department of Education's Blueprint for Reform and the proposed revisions to the ESEA. A report on the meeting was shared with the entire Implementation Team.

• Teacher & Principal Quality Work Group Update:

- — The *Cooperating Teacher Handbook* is in the process of being completed, and discussion is taking place about rollout. Connections and communications with universities and colleges are in place so they will be prepared for rollout.
- — Planning has begun for next year which has included a cooperating teacher seminar and an administrators' piece around induction and cooperating teachers.

• Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

- — The MMP Spring Principals' Breakfast was held on April 30. Conversation took place regarding the increase in student achievement (WKCE-CRT mathematics scores) and the math vision for 2010-2011.
- — Concerns are being raised that the math focus and gains not be lost as the focus on reading and literacy increases.
- — Feedback was submitted on the national website regarding concerns about the common core standards in mathematics.
- — MMP representatives presented the work of the MMP to the State Superintendent of Public Instruction, Tony Evers, and his cabinet.
- — The Wisconsin Mathematics Council Annual Conference held in Green Lake from May 5 through May 7 went well. It was co-chaired by Beth Schefelker and Paige Richards.
- — Eleven presentations by the MMP were given at the National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics conferences held in San Diego, California.
- — A grades 7-8 mathematics pilot lab and math teacher leader meetings were conducted in May.
- — For additional information on the work of the MMP, please see the March and April 2010 issues of "The MMP Messenger."

- NEA Foundation Grant Update:
  - — The Action Research Fellows will be working this summer with curriculum generalists on developing professional development opportunities to define teacher voice and how to make use of teacher readers at NEA Focus Schools.
  - — Seventy-five teachers attended the Southeastern Wisconsin Consortium Action Research Conference held on April 24. Evaluations of the conference were very positive. National Louis University has asked to participate in planning next year's conference, along with Cardinal Stritch University, Alverno College, Marquette University, Carroll University, and UWM, under the continued leadership of the Milwaukee Action Research Fellows. The conference will be held at Carroll University on April 9, 2011.
  - — Dr. Christine Anderson, NEA Foundation Grant Principal Investigator, is participating on the SMTI Teacher Preparation and Professional Development Work Team. The team met on May 20 and worked on prioritizing project goals to direct efforts at two to three initiatives around the preparation and professional development of science and mathematics teachers and worked on aligning individual efforts to each of the selected priorities.
  - — There were approximately 100 in attendance at the MMABSE Education Summit, Excel to Fly, held on April 27. The theme of the summit was Self-Respect: The Building Blocks of Dreams Come True.
  - — The MMABSE 2010 Teacher Recognition Gala was held on May 15 at the Midwest Airlines Center. More than 120 MPS teachers were honored for their outstanding achievements and contributions to their school sites — the students, parents, staff and their school as a whole. There were approximately 1,000 people in attendance.
  - — Production of the video to showcase the work of the NEA Foundation Grant and Focus Schools in Milwaukee has continued and is nearly complete.
- Alverno College held an event on April 22 at which its students taught the faculty, teachers, and others about technological cool tools for use in schools.
- The Marquette University School of Education gave an award for outstanding service to the UWM School of Education, and the MPA was mentioned during the presentation.

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(Item 3) Report of the Board's Delegate to the Title I District Advisory Committee (DAC)

Submitted by Director Blewett

<u>Parental Involvement Activities</u>

1. April 2010

   a. Corrective Action Plan — Attendance (CAPA)

   During the month of April, cluster members discussed the Ed Stat process and the partnerships at their schools. The clusters also shared attendance updates and celebrations and success stories. (The meetings are held in various locations. Dates and times are based on the individual needs of each cluster.)

   b. Corrective Action Plan Action Team for Partnership Trainings

   Milwaukee Public Schools has chosen to embrace the work of Joyce Epstein in regard to the Action Team for Partnerships. All MPS schools were asked to develop an Action Team for Partnership. During the month of April there were a total of five trainings, at which 31 schools were trained in the Action Team for Partnership model.

2. April 1, 2010

District Advisory Council Meeting — Central Services Auditorium

During the April DAC meeting, Director Woodward gave an overview of the Milwaukee Board of School Directors' Committee on Parent and Community Engagement (PACE).

3. April 21, 2010

a. Life Skills Training Family Night

The Office of Wellness and Prevention hosted a family night, the topic of which was "Taking a Clear Stance on Substance Use."

b. Families First: District Parental Involvement Professional Development — Central Services Auditorium

On every third Wednesday of the month, parents are provided with an opportunity to gain knowledge about topics that will help them support their children's academic success. In the month of April, the sessions focused on health and nutrition. Two sessions were held: physical education and health and nutrition.

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Title I District Parent Resource Center
Walker Multiplex

The Title I Resource Center offers free adult education programming, which includes the following:

- English as a Second Language: Mondays, Tuesdays, Wednesdays, and Fridays from 9:00 a.m. to 3:30 p.m., Saturdays from 9:00 a.m. to 12:00 noon.
- Computer classes are offered on Tuesdays and Thursdays from 9:00 a.m. to 3:30 p.m. These computer classes are offered for English speakers and bilingual students. The classes are held in Rooms 115 and 116.
- Science and Math classes are offered in Room 119. The paraprofessionals rotate to ensure their involvement in the implementation of these classes.
- Life skills are also being provided on Tuesdays and Thursdays. Some of the topics offered to the parents are reading with your children, what is Title I?, MPS standards, math and science classes, questions to ask during parent-teacher conferences, domestic violence, and inter-generational activities.
- One of our parents, who holds a bachelor's degree, is volunteering to work with parents to support them with their math skills.

District Parent Center
Phillis Wheatley Elementary School

The Title I District Parent Resource Center located in Phillis Wheatley School is open to any parent/guardian who has a child enrolled in a Milwaukee Public School. Parents that enroll in the Parent Center will have an opportunity to participate in a variety of free workshop sessions, such as technology, and a variety of science and math "Make it and Take it" sessions. The parents who have been using the Center have enrolled mainly in the technology sessions. We continue to work to promote the Wheatley District Parent Center and to increase the enrollment.

* * * * *

RESOLUTIONS

In accordance with notice previously given by Directors Petersons and Spence, Director Petersons moved to suspend Board Rule 1.10(1) in order to take immediate action on the following Resolution 1011R-001, and to suspend Board Rule 1.09(2), to allow the Board to give public hearing on this resolution.

The motion to suspend prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

Resolution 1011R-001

by Directors Petersons and Spence

WHEREAS, The Milwaukee Public Schools serves a large population of students who are the victims of poverty, homelessness, and other types of family distress; and

WHEREAS, The stability of a student's family life has a direct and powerful effect on his or her academic success; and

WHEREAS, Foster care or adoption represents the only hope that many children have of reaping the benefits, both academically and personally, of a stable, supportive family structure; and

WHEREAS, A report titled Recruitment and Retention Plan for Milwaukee County, prepared by the Utah Foster Care Foundation and issued on July 29, 2009, stated that, while there currently are almost 3,000 children in out-of-home care in Milwaukee County, there are only approximately 700 foster or adoptive families available; and

WHEREAS, The majority of these children are students of Milwaukee Public Schools; and

WHEREAS, While many foster children live with relatives, others need caring and supportive families; and

WHEREAS, Although most foster children will return to their birth families, those who cannot need loving, adoptive homes; and

WHEREAS, In November of 2005, the Milwaukee Board of School Directors adopted Resolution 0506R-003 by then-director Jennifer Morales and Director Peter Blewett to declare the 2005-06 school year the "MPS Year for Foster and Adoptive Families" and to develop and implement a year-long communications strategy to recruit foster and adoptive parents from the MPS community; and

WHEREAS, As a result of that action, the Administration formed a partnership with the Children's Service Society of Wisconsin, Lutheran Social Services, and the Bureau of Milwaukee Child Welfare to raise awareness of the dire need for foster and adoptive parents in Milwaukee during the 2005-06 school year; and

WHEREAS, The shortage of foster parents and adoptive parents available to care for children continues to present a dire emergency in Milwaukee County; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors recognize the many families who have already provided love and care for the desperate children of Milwaukee by becoming adoptive or foster families; and be it

FURTHER Resolved, That the Milwaukee Board of School Directors hereby declare the 2010-11 school year the "2nd MPS Year for Foster and Adoptive Families"; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with the Children's Service Society of Wisconsin, Lutheran Social Services, the Bureau of Milwaukee Child Welfare, and any other interested organizations to develop and implement an ongoing communications strategy to recruit foster and adoptive parents from the MPS community; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to present an annual report to the Board's Committee on Parent and Community Engagement, or any successor committee, on the efforts and results of this collaboration.

Upon conclusion of the public hearing, Director Petersons moved to approve Resolution 1011R-001, with the addition of the following:

And be it FURTHER RESOLVED, That the Milwaukee Board of School Directors recognize all MPS staff who have become foster or adoptive parents.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

Resolution 1011R-002

by Director Spence

WHEREAS, The Milwaukee Board of School Directors has five standing committees — the Committee on Accountability/Finance and Personnel; the Committee on Innovation/School Reform; the Committee on Legislation, Rules and Policies; the Committee on Parent and Community Engagement; and the Committee on Strategic Planning and Budget; and

WHEREAS, Generally, items to be considered by the Milwaukee Board of School Directors receive the most in-depth discussion and public comment at the committee level; and

WHEREAS, Once a committee has discussed and taken testimony on the items presented to it, the committee forwards a report, with its recommendations, to the full Board at the Board's regular meeting at the end of the month; and

WHEREAS, A written report, no matter how detailed, cannot encompass all the nuances of the original discussion and testimony given at the committee level; and

WHEREAS, The bulk of items regarding the fundamental operations and outcomes of the Milwaukee Public Schools is handled by three committees — the Committee on Accountability/Finance and Personnel; the Committee on Innovation/School Reform; and the Committee on Strategic Planning and Budget; and

WHEREAS, Currently, of these committees, only the Committee on Strategic Planning and Budget has more than five members each; and

WHEREAS, It is especially important that each member of the Board has as much knowledge of the debate concerning these items — the "nuts and bolts" of the district —as possible before making his or her final decision; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors adopt the following revision to Board Rule 2.01, Standing, Special, and Functional Committees, paragraph (l):

> There shall be five regular standing committees of the Board. The Committees on ~~Special Education~~, ~~Innovation/School Reform~~ Legislation, Rules and Policies and on ~~Finance/Personnel~~ Parent and Community Engagement shall have five members each. All Board members shall be members of the Committee on Accountability/Finance and Personnel, the Committee on Innovation/School Reform, and the Committee on Strategic Planning and Budget. Special committees consisting of Board members and/or other persons may be appointed by the Board or the president from time to time.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 1011R-003

by Director Miller

WHEREAS, In April 2010, the Arizona legislature passed SB 1070, a bill making it a state misdemeanor to be in the state of Arizona without legal documentation and giving law enforcement broader abilities to enforce federal immigration laws; and

WHEREAS, While bill SB 1070 mandates law enforcement to detain people who are "reasonably suspicious", the legal definition of "reasonably suspicious" states that it must be based on specific and articulable facts and inferences; and

WHEREAS, The only articulable facts and inferences that could lead law enforcement to reasonably suspect that someone is undocumented are skin color, physical features, or vocal accent; and

WHEREAS, Making the decision to detain someone purely on the basis of these criteria is the very definition of racial profiling; and in no way indicates that a person is in the country illegally and, similarly, it in no way proves that someone of a different skin color without an accent is here legally; and

WHEREAS, The bill requires detained individuals to show documentation that they are here legally, such as a driver's license or immigration papers, which violates the civil liberties of law-abiding citizens who are not required to carry identification but could be detained and forced to prove their legal status; and

WHEREAS, Many people already have a distrust of law enforcement, and this bill will further strain the relationship between law enforcement and residents; and

WHEREAS, The legality and enforceability of Arizona SB 1070 is questionable since the Constitution of the United States grants authority over immigration matters to the federal government, not to individual states; and

WHEREAS, Arizona SB 1070 discounts the efforts of immigrants who are following immigration laws and struggling to navigate their way through the bureaucratic process of becoming legal citizens; and

WHEREAS, Arizona SB 1070 is merely reactionary and does nothing to be proactive in bringing about the nation-wide immigration reforms that the United States needs; and

WHEREAS, In May of 2010, the Arizona legislature passed HB 2281, a bill restricting and prohibiting the teaching of ethnic studies in Arizona public schools; and

WHEREAS Arizona HB 2281 prohibits teaching classes designed primarily for pupils of a particular ethnic group or to advocate ethnic awareness and solidarity; and

WHEREAS, Ethnic-studies classes throughout the U.S. have historically taught critical thinking, ethnic pride, and a fuller unbiased depiction of all people's journey in American history; and

WHEREAS, Omission of the experiences and contributions of many ethnic minority groups has stood in the way of students' understanding the full spectrum of American history; now, therefore, be it

RESOLVED, That Milwaukee Public Schools participate in the economic boycott of Arizona until SB 1070 and HB 2281 are overturned; and be it

FURTHER RESOLVED, That this boycott include, but not be limited to, products and services coming from Arizona, travel to Arizona, entertainment venues, and tourist attractions; and be it

FURTHER RESOLVED, That this boycott shall not apply to products and services of businesses, organizations, and venues from Arizona that have taken a position against these laws; and be it

FURTHER RESOLVED, That this resolution is to be effective immediately upon adoption by the Milwaukee Board of School Directors.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 1011R-004

by Director Bonds

WHEREAS, Administrative Policy 9.12(9)(c), Charter Schools, currently requires that charter schools that are instrumentalities of the Milwaukee Public Schools must reside in MPS buildings, while non-instrumentality charters are not required to do so; and

WHEREAS, All MPS charter schools, both instrumentality and non-instrumentality, are MPS schools servicing MPS students; and

WHEREAS, Currently, the District has approximately 20 buildings that are closed or listed as surplus; and

WHEREAS, Although these properties are not currently in use, the District still must bear the cost of maintaining and securing our vacant and surplus properties, estimated at $1 million; and

WHEREAS, MPS non-instrumentality charter schools often face the financial burden of having to pay high lease fees to rent facilities to serve MPS students in non-MPS-owned facilities, diverting funds from educational programs; and

WHEREAS, Administrative Policy 5.01(8)(e) states that schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes, if economically feasible; and

WHEREAS, Administrative Policy 5.01(8)(e) further states that closed and vacated buildings shall be used if they can accommodate specific school programs; and

WHEREAS, MPS is facing a difficult financial outlook for the next fiscal year, including revenue shortfalls that make it imperative to find creative ways to make the best use if our resources; and

WHEREAS, The harsh economic reality which the District faces will make it important for MPS to curb spending wherever possible; and

WHEREAS, Board Governance Policy 2.01(1)(c) states that the Board shall use all funds for the greatest possible effect in fulfilling the Board's goals of student achievement and equity; and

WHEREAS, Requiring *all* schools chartered by MPS to use MPS facilities whenever possible would allow the District to curb costs, fill vacant facilities, and direct more dollars to classrooms; and

WHEREAS, MPS charter schools, like traditional schools in MPS facilities, would avoid the higher costs of renting or buying private facilities and ultimately allow the District to direct more dollars to the classroom; now, therefore, be it

RESOLVED, That Administrative Policy and Procedure 9.12 be revised to require that both instrumentality and non-instrumentality charter schools reside in MPS-owned facilities whenever feasible, with the exception of charter schools that already own their facilities or are obligated by current lease agreements; and, be it

FURTHER RESOLVED, That, for all newly contracted charter schools, this requirement is to become effective immediately upon the Board's adoption of this resolution; and, be it

FURTHER RESOLVED, That for all existing charter schools, this requirement is to become effective upon renewal of their contracts; and, be it

FURTHER RESOLVED, That the revisions to Administrative Policy and Procedure 9.12 be brought to the Board for approval no later than the August 2010 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 1011R-005

By Director Bonds

WHEREAS, The Milwaukee Board of School Directors has a fiscal obligation to the taxpayers of this city to be responsible with the funds that it receives through taxes; and

WHEREAS, Section (1)(c) of Board Governance Policy 2.01, General Governance Commitment, states, "In all matters of planning, governance, and accountability, the Board shall recognize its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity"; and

WHEREAS, Language from the agreement with the Administrators and Supervisors Council (ASC) dictates that, "District employees and employees promoted into Schedule III (entering into ASC) or newly hired to the District are to receive an adjustment in salary of 10% from the prior salary, not to exceed the maximum"; and

WHEREAS, District employees who move into the ASC bargaining agreement typically receive a 10% salary increase and, many times, a calendar adjustment from 10-month to 12-month compensation; and

WHEREAS, An administrative practice extends this same adjustment process to employees under all bargaining units, individuals newly hired under the ASC Bargaining Agreement, and non-represented employees; and

WHEREAS, For example, an employee with a salary of $71,866 per year could receive a 10% increase ($79,053), plus a calendar adjustment from 197 to 230 days, constituting an adjusted salary of $92,296, which equates to more than a $20,000 raise; and

WHEREAS, MPS cannot afford to continue such practices; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to change the range of increase to not more than 10%, or the calendar adjustment, for individuals newly hired to the district and for non-represented employees; and be it

FURTHER RESOLVED, Any exceptions to this change be brought forward to the Board for approval; and be it

FURTHER RESOLVED, That this practice become effective 30 days after the Board's adoption of this resolution.

Referred to the Committee on Accountability/Finance and Personnel.

The Board adjourned at 8:55 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 3, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:35 PM.

Present—Directors Blewett (6:50 PM), Falk, Miller (6:38 PM), Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

May 27, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, June 3, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to consider and take action on the following items of business:

1. Action on Recommended Administrative Appointments and Promotions
2. Action on the Report of the Committee on Strategic Planning and Budget (held over by the Board at its regular monthly meeting on May 27, 2010)
    a. Action on Amendments to the Superintendent's Proposed FY11 Budget
    b. Action on the Superintendent's Proposed FY11 Budget, as Amended, Including the Budgets for the School Operations, Construction, and Extension Funds

The Board may retire to executive session to consider Item 1, above, with regard to personnel matters, under the provisions of Wisconsin Statutes, Chapter 19.85(1)(c). The Board may reconvene in open session to take action on matters considered in executive session and to continue with the remainder of the agenda.

LYNNE A. SOBCZAK
Board Clerk

(ITEM 1) ACTION ON RECOMMENDED ADMINISTRATIVE APPOINTMENTS AND PROMOTIONS

This item initiated by the Superintendent

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon assignment or the new fiscal year following approval by the Board:

5(r)	Cynthia Ellwood	Regional Executive Specialist	Schedule III, Range 14A $120,062
2(r)	Reginald L. Lawrence II	Regional Executive Specialist	Schedule III, Range 14A $119,355
5(nr)	Dennis Queen	Regional Executive Specialist	ScheduleIII,Range14A $120,062

All positions are approved in the current budget unless the position is marked with an asterisk.

Codes: 1 Native American
2 African American
3 Asian/Oriental/Pacific Islander
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Director Woodward moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

(ITEM 2) REPORT OF THE COMMITTEE ON STRATEGIC PLANNING AND BUDGET

(held over by the Board at its regular monthly meeting on May 27, 2010)

(ITEM A) ACTION ON AMENDMENTS TO THE SUPERINTENDENT'S PROPOSED FY11 BUDGET

1. Your Committee reports having reviewed the Superintendent's proposed FY2011 budget for the School Operations, Extension, and Construction Funds, dated April 21, 2009.

2. Your Committee reports having received updates and given public hearing on the Superintendent proposed FY11 budget at its meetings on May 4, 6, 11, and 13, 2010.

3. Your Committee reports having held a worksession and taken action on amendments to the Superintendent's proposed FY11 Budget at its meeting on May 13, 2010, immediately following which your Committee held a worksession and took action on the Superintendent's proposed FY11 Budget, including the budgets for the School Operations, Construction, and Extension Funds.

4. Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Milwaukee Board of School Directors is scheduled to held its public hearing on the proposed FY11 School Operations, Construction, and Extension Fund budgets on May 20, 2010.

5. In accordance with statutory provisions, the budget, along with notice of the statutory hearing scheduled for May 20, 2010, was published in the *Milwaukee Journal Sentinel* on May 12, 2010.

6. At its regular monthly meeting on January 28, 2010, the Board adopted a timeline for the FY11 budget. According to the timeline, the Board is to make its preliminary adoption of the budget on June 3, 2010.

COMMITTEE'S RECOMMENDATION

Your Committee recommends that the Board adopt the following amendments to the Superintendent's proposed Fiscal Year 2011 budget:

(Note: the original Committee numbering has been retained.)

	Amendment
1	Implement a district-wide mandatory two-day furlough for all staff (with the exception of critical personnel) to be held during the teachers' convention, with a portion of the savings to be used to restore the digital technology positions slated for elimination. Also use $179,000 of unemployment compensation to offset the cost of these staff. This action is contingent upon union 1616's agreeing to an M.O.U. which is to include acceptance of the district's lower-cost healthcare plan or that individual members may agree to pay the difference between the higher- and lower-cost healthcare plans.
2	To eliminate the unfilled Chief Audit Officer position and create a new position — Service Areas Administrator — requiring a CPA, MPA, or MBA designation, for the Office of Board Governance.
3	To create a MPS Partnership for 21st Century Learning, focusing on the study of the humanities and sciences and to be modeled after the MPS Partnership of the Arts, in the amount of $1,000,000. The Partnership should include, but not be limited to, components of service learning and civic engagement, with a two-phase implementation ($500,000 upon initial approval, and $500,000 upon final approval of the FY11 budget).
4	Implement a district-wide furlough day (with the exception of critical positions) to be scheduled during winter break and use the savings to restore the five Assistant Principal positions slated for elimination This action is contingent upon ASC's agreeing to an M.O.U. to accept the district's lower-cost healthcare plan or that individual members may pay the difference between the lower- and higher-cost plans.
5	Split the $1,000,000 funding for charter-school retention and use $500,000 to ensure the district's compliance for guidance counselors by restoring 5.0 guidance counselor positions slated to be cut in the FY11 budget. The remaining $500,000 is to be used for charter-school retention.
6	Implement a district-wide two-day mandatory furlough for all staff (with the exception of critical personnel) to be held during the teachers' convention, with a portion of the savings to be used to restore the following positions: • Painters/Painter Chargemen • Plasterers • Insulators Also use $179,000 of unemployment compensation to offset the cost of these staff. This action is contingent upon trades agreeing to an M.O.U. to accept the district's lower-cost healthcare plan or to allow individual members to pay the difference between the higher- and lower-cost plans..

	Amendment
9	In alignment with district efforts already undertaken, to partner with parent and community organizations to offer MPS students services such as tutoring, literacy help, and other after-school activities through an increase in the Extension Fund of $100,000 to fund mini-grants of no more than $10,000 to each organization.
13	First, to restore any teacher licensed to teach art, music, or physical education, then to restore a portion of the following positions: • paraprofessionals • teachers • general education assts. This action is contingent upon bargaining units agreeing to an M.O.U. to accept the lowest-cost healthcare plan which the MPS offers or to allow individual members to pay the difference between the higher- and lower-cost plans..

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—Director Petersons—1.

The Board proceeded to consider the following additional amendments introduced subsequent to the Committee meeting:

14	By Director Woodward: Eliminate funding for the Administrative Coordinator position in the Superintendent's budget, and use the savings to restore para-professional positions identified for layoff.
15	By Director Bonds: To eliminate the MUTT program and hire four psychologists to be centrally located to maximize services to students. This adjustment allows the district the ability to send specialists where needed for more efficiency in operations.
16	By Director Bonds: Eliminate funding for the following positions: Secretary 3, Assistant Safety Director, and use the savings to fund librarian positions to be centrally located.
17	By Director Bonds: Reduce funding for the establishment of an MPS commissary kitchen and reallocate the funding for the following: $4,000,000 for energy-efficiency projects, such as using solar panels to heat MPS swimming pools.
18	By Director Bonds: Reduce funding for the establishment of an MPS commissary kitchen and reallocate the funding for the following: $5,000,000 for air conditioning in all MPS high-school buildings that are MPS-owned.
19	By Director Bonds: Reduce funding for the establishment of an MPS commissary kitchen and reallocate the funding for the following: $300,000 for Central Office intercom and auditorium display system upgrade.

20	By Directors Blewett and Bonds: Reduce funding for the establishment of an MPS commissary kitchen and reallocate the funding for the following: $500,000 for facility improvements in the Washington High School Culinary Arts Program
21	By Director Bonds: Increase the extension fund by $300,000 to create year-round reading camps throughout the city of Milwaukee. Community partners providing these services should work with MPS to ensure curricular alignment to district reading programs.
22	By Director Falk: Eliminate court-reporting services for regular Board meetings and use the savings to offset other services performed under the Office of Board Governance, including, but not limited to, records management.
23	By Director Woodward: Eliminate funding for positions that have been vacant for more than one year and use the savings to restore art, music, and physical education teachers to be centrally located.
24	Modify the budget for the Department of Administrative Accountability to reflect the change in organizational structure and create two new positions within the Department of Administrative Accountability.

Director Woodward moved to approve Amendment #14.

The amendment failed of adoption, the vote being as follows:

Ayes—Director Woodward—1.

Noes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Amendment #15 was withdrawn.

Director Falk in the chair.

Director Bonds moved to approve Amendment #16.

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Miller and Bonds—2.

Noes—Directors Blewett, Petersons, Spence, Thompson, Voeltner, Woodward and President pro tem Falk—7.

Vice President Blewett in the Chair.

Amendments #17 and #18 were withdrawn.

With respect to Amendment #19, Director Bonds moved to delete the funding reduction from the MPS commissary kitchen and to reallocate $10,000 from the technology budget for the Central Services intercom and auditorium display system upgrade.

The amendment was adopted the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Spence, Thompson, Voeltner, Woodward and Vice President Blewett—8.

Noes—Director Petersons—1.

President Bonds resumed the Chair.

Director Blewett moved to approve Amendment #20, revising the funding source to be from ARRA funds.

The amendment was adopted the vote being as follows:

Ayes—Directors Bonds, Falk, Petersons, Miller, Spence, Thompson, Voeltner, Woodward and Vice President Blewett—9.

Noes—None.

Amendment #21 was withdrawn.

Director Falk moved to approve Amendment #22.

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence and Voeltner—4.

Noes—Directors Blewett, Miller, Thompson, Woodward and President Bonds—5.

Director Woodward moved to approve Amendment #23.

The amendment failed of adoption, the vote being as follows:

Ayes—Director Woodward.

Noes—Directors Falk, Miller, Petersons, Spence, Thompson and Voeltner—6.

Voting “present”—President Bonds—1.

Temporarily absent—Director Blewett—1.

Vice President Blewett in the chair.

Director Bonds moved to approve Amendment #24.

The amendment was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

President Bonds resumed the Chair.

The Board recessed from 9:12 PM to 9:24 PM.

President Bonds moved to reconsider Amendment #22.

The motion was adopted by consensus.

Vice President Blewett in the Chair.

Director Bonds moved to approve Amendment #22.

The amendment was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Petersons, Spence and Voeltner—5.

Noes—Directors Miller, Thompson, Woodward and Vice President Blewett—4.

President Bonds resumed the Chair.

Director Miller moved to approve the Superintendent's proposed FY11 budget as amended.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, and President Bonds—6.

Noes—Directors Petersons and Woodward—2.

Voting "present"—Director Voeltner—1.

(Item 2) Action on the Superintendent's Proposed FY11 Budget, as Amended, Including the Budgets for the School Operations, Construction, and Extension Funds

Committee's Recommendation

Your Committee recommends that the Board adopt the following budgetary resolutions related to the Fiscal Year 2011 budget:

SCHOOL OPERATIONS FUND

RESOLVED, That pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of **$989,628,757** will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2011 Fiscal Year; and that ***[AMOUNT TO BE DETERMINED]*** thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition of the money to be received from state aids, shared taxes, and from other miscellaneous sources.

CONSTRUCTION FUND

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of ~~**$32,977,342**~~ **$33,477,342** will be required for the 2011 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$15,988,342** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of **$14,255,240** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2011 Fiscal Year, and that **$11,326,234** thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Falk moved to approve the budget resolutions.

The resolutions were adopted on the following vote:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson and President Bonds—6.

Noes—Directors Petersons, Voeltner and Woodward—3.

The Board adjourned at 9:46 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:33 PM.

Present—Directors Blewett (6:44 PM), Falk, Miller, Petersons, Spence (6:37 PM), Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Thompson—1.

President Bonds requested a moment of silence in memory of Kamonie Slade, a student at Roosevelt Middle School, who drowned on June 14 while on a field trip at Mauthe Lake.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

William G. Andrekopoulos
Superintendent of Schools

William G. Andrekopoulos has dedicated 37 years as a devoted employee of Milwaukee Public Schools. Superintendent Andrekopoulos, or "Mr. A," as he has been affectionately known by students, colleagues, and members of the community, started out as a substitute teacher in the district and soon became a full-time middle-school social studies teacher. After demonstrating his expertise as a teacher, Superintendent Andrekopoulos gained notice for his leadership abilities. In addition to being a teacher, he served as a special education supervisor, assistant principal, principal of Fritsche Middle School, and of course, Superintendent of Milwaukee Public Schools.

One of the first things Mr. A. communicated as Superintendent of Milwaukee Public Schools were his Core Beliefs, which became the guideposts for his leadership in the district and the framework for district accomplishments:

1. Children come first;
2. The classroom is most important place in the district;
3. Leadership and accountability are keys to our success;
4. Families are valuable partners
5. Community partners add value.

True to his core beliefs, Mr. A has always put the needs of children enrolled in Milwaukee Public Schools first and has ensured that the classroom remained the most important place in the district.

Prior to becoming Superintendent, Mr. Andrekopoulos served as principal of Fritsche Middle School for 14 years. As principal, his vision for continuous improvement in pioneering paradigm shifts enabled the school to move forward in the area of providing quality education for all students. Under his leadership, and in great part due to his visionary approach relative to data-based decision making to drive student achievement, Fritsche Middle School became a U.S. Department of Education Blue Ribbon School of Excellence. In 2001, the Association of Wisconsin School Administrators and the Wisconsin Department of Public Instruction named Mr. Andrekopoulos the Wisconsin Middle School Principal of the Year.

Mr. Andrekopoulos shares his expertise with others as a professor of Administrative Leadership at Cardinal Stritch University. He has been a major contributor to the development of a national model for an administrative leadership-training program in conjunction with the North Central Regional Education Laboratory. In addition, he is a member of the Executive Board of the Council of Great City Schools and a member of the Aspen Urban Superintendents' Network.

His notable accomplishments as Superintendent of Milwaukee Public Schools include the following:

- Over the last nine years, the graduation rate has risen from 52% to 69%.
- Milwaukee High School Redesign Initiative.
- Smaller middle-grade learning environments.
- WKCE-CRT proficiency in Mathematics has risen.
- Parent, student, and staff perception of district schools has risen.
- Implementation of major safety initiatives such as the School Resource Officer program.
- The health and wellness of our students has been a top priority. We have made a substantive difference in student health by improving MPS's school nurse-to-student ratio (1:8500 to 1:1200).
- Early childhood programs were aligned to form an organizational structure that resulted in higher-quality services with expansion into licensed programs for infants and toddlers.
- The number of students taking AP and IB exams has risen by 42% over the past six years, and the number of individual AP and IB exams taken by students has risen by 99% over the same time period. And, in just the past five years, AP/IB course enrollment has risen by 38%.

Superintendent Andrekopoulos shared the following regarding his career in Milwaukee Public Schools:

> My career in Milwaukee Public Schools has spanned over 37 years and I would like to express my deep gratitude to all of my colleagues for their unwavering dedication to the children of Milwaukee. I'm proud to say that during my tenure as superintendent I created a culture of putting children first.

The Milwaukee Board of School Directors recognizes **William G. Andrekopoulos** for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Special commendation — Lynde and Harry Bradley Technology and Trade High School Girls' Track Time

The Girls' Track team at Lynde and Harry Bradley Technology and Trade High School won the WIAA Division I Girls State Track Championship held on June 4 and 5 at the University of Wisconsin-La Crosse campus. This is the second title for the girls' track team. The young women distinguished themselves in the 100-, 200-, and 400-meter dash, 800-meter run, and the 100-, 200-, and 400-meter relay events.

The Head Coach of the Bradley Tech Girls' Track Team is Ken Williams. The Assistant Coaches are Derrick Harden,Tracy McCubbin, Miko Omo, Mike Parulski, and Brian Terrell. The following athletes are members of the team:

100m Dash — 1st
Dezerea Bryant — 11.50 State Record

100m Dash — 3rd
Tahje Whittley — 12.00

200m Dash — 1st
Dezerea Bryant — 23.37 State Record

200m Dash — 2nd
Elexis Fuller-Stewart — 24.33

400m Dash — 2nd
Tahje Whittley 55.57

800m Run — 2nd
Tiffany Matthews — 2:17.85

4x100m Relay — 1st — 47.95
Angelina Howard
Derricka Wesley
Amber Coggs
Dezerea Bryant
Lianna Carter

4x200m Relay — 2nd — 1:41.00
Angelina Howard
DerrickaWesley
Tiffany Matthews
Dezerea Bryant
Dinah Watts
Amber Coggs

4x400m Relay — 2nd — 3:53.64 — State Record
Elexis Fuller-Stewart
Tahje Whittley
Dinah Watts
Tiffany Matthews
Amber Coggs
Angelina Howard

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Other Awards and Commendations

Students

Shalain Grant, Northwest Secondary, Montavius Jones, Milwaukee School of Languages, Sandra Padilla, Reagan College Preparatory, Deja Roberts, Milwaukee School of Languages, and Vernon Seward, Milwaukee School of Languages have been named as the first recipients of a Milwaukee Public Schools Foundation Scholarship. The Milwaukee Public Schools Foundation Scholarship program was established beginning with the 2009-10 school year through generous funding provided by an anonymous donor to the Milwaukee Public Schools Foundation, Inc. (MPS Foundation). The donor, who decided to make this contribution to the MPS Foundation for a scholarship fund at this time as a show of support for public education in Milwaukee and the state of Wisconsin, hopes others will consider donating to the scholarship fund for students in the Milwaukee Public Schools.

In the first year (June 2010 high-school graduates), five $5,000 scholarships will he available for students enrolled in the Milwaukee Public Schools to attend a public college or university in the state of Wisconsin. The scholarships may be renewed for up to three years. pending successful completion of renewal criteria and availability of funding.

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Chao Chang, Riverside University High School; Jonquelle Jones, Bay View High School; and Ariel Wyatt, Madison High School, were chosen as winner of Briggs & Stratton Corporation's "Higher Horizons" Student Scholarships. The "Higher Horizons" Student Scholarship is made possible by the Briggs & Stratton Corporation, a long-standing committed business partner that has provided countless scholarships to deserving youth in our community. The $1,000 scholarships are awarded to three graduating seniors of Milwaukee Public Schools who have made continuous progress in scholastic endeavors and who plan to attend a college, university, technical, or vocational school.

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Colton Boggs, Custer High School, and Monique Hunter, Madison High School, were named as recipients of Marcus Corporation "Turn Around Student" Scholarships. The Marcus Corporation makes the Marcus Scholarship possible. The $1,000 scholarship are awarded to two students who have made the biggest turn around in high school and plan to attend a college, technical, or vocational program or school.

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Lauryn Beecher, Riverside University High School, was named a recipient of a $1,000 Kohl Foundation Scholarship. The purpose of the Kohl Excellence Scholarship program is to recognize student leadership, citizenship, school and community involvement, and academic achievement. It is the goal of the Kohl Foundation to encourage Wisconsin youth lo pursue post-secondary education in a Wisconsin public or nonpublic university, college, or vocational/technical college. The Foundation awards $1,000 scholarships to 100 Wisconsin high-school graduates each year.

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Schools

Bay View High School is one of ten U.S. schools slated to receive a grant from the National Action Council for Minorities in Engineering (NACME). Through the Urban Initiative, NACME, Project Lead the Way. The Milwaukee Public Schools is ensuring that the students at Bay View High School are fully prepared for the rigors of engineering study and the challenges of invention, innovation,n and entrepreneurship. Bay View High School will receive a grant in the amount of $7,000 from the NACME for the development of the school's Academy of Engineering. Students graduating from areas of STEM education will also have an opportunity to apply for a NACME pre-engineering scholarship in the amount of $1,500. The NACME organization receives support from the AT&T Foundation and several corporations and national donors.

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Discovery World and Montessori High School have won the Business Journal's Green Education Program of the Year. The project was a collaboration that allowed 30 of Montessori High School's 9th- and 10th-graders the opportunity in learn hands-on from adults in the field and to design an amazing marketing campaign as the "Clean Air Trekkers," centered around the problem of transportation. Working with Discovery World staff, these students devised modes of transportation that relied less on the use of fossil fuels and reduced pollution. They adopted the role of the "Clean Air Trek Ad Agency," mastering the issues and learning how to publicize their project.

The students studied internal combustion engines at Milwaukee Area Technical College and analyzed the chemical composition of air. They passed out bottles of "clean air" at a table which they had set up in downtown Milwaukee. They also designed an online interactive poster, created a video on alternative methods of transportation, and, in the end, produced a handbook and contributed to a Discovery World exhibit on their findings.

Teachers from the school observed different stages of the project and worked to incorporate this type of real work into their classrooms.

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APPROVAL OF MINUTES

On the motion of Director Woodward, the minutes of the regular and special Board meetings of April 27, May 18, May 20, and May 27, 2010, were approved as printed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

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COMMUNICATIONS FROM CITY AND COUNTY DEPARTMENTS

(Item A) Action on a Request from the City Comptroller for Adoption of a Resolution Authorizing the Sale of Revenue Anticipation Notes

On June 16, 2010, the Office of Board Governance received the following communication from W. Martin Morics, Comptroller of the City of Milwaukee:

June 14, 2010

Ms. Lynne A. Sobczak
Director, Office of Board Goverance/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201

Dear Ms. Sobczak:

The City of Milwaukee anticipates the issuance of Revenue Anticipation Notes for the Milwaukee Public Schools in order to provide temporary funds in advance of the receipt of State Aid Payments. Should the Milwaukee Board of School Directors determine that the temporary borrowing is desirable, enclosed are two copies of a resolution that will need to be adopted by the Board. This resolution should be considered after the adoption of the budget.

If the resolution is adopted, certified copies of the resolution as well as certifications relating to the adoption meeting itself (members present, specific Board vote, etc.) will be required. Richard Li of my staff will be in contact with you or your staff with the specific details of the required certifications.

Your assistance in having this item placed before the Board is appreciated. If there are any questions, or if we may be of any further assistance, please feel free to contact Richard Li at 286-2319.

Very truly yours,

W. Martin Morics
Comptroller

RESOLUTION AUTHORIZING THE SALE OF REVENUE ANTICIPATION NOTES

Whereas, Milwaukee Public Schools ("MPS") is a department of the City of Milwaukee ("City") authorized by Sections 65.05 and 119.46, Wisconsin Statutes, to establish a School Operations Fund, and to determine its expenditures and the taxes to be levied therefor;

Whereas, MPS is temporarily in need of funds in the amount not to exceed $253,000,000 to meet the immediate expenses of operating and maintaining the public instruction in MPS during the 2010-2011 school year ("Fiscal Year");

Whereas, the Milwaukee Board of School Directors ("Board") deems it necessary and in the best interest of MPS that funds be borrowed and revenue anticipation notes be issued to fund the temporary need;

Whereas, in accordance with Section 67.12(1)(a), Wisconsin Statutes, the total amount borrowed shall not exceed 60% of MPS's total actual and anticipated receipts in the fiscal year, and shall be repaid no later than 18 months after the first day of the fiscal year;

Whereas, the tax for the operations and maintenance of schools of MPS for the Fiscal Year heretofore has been voted to be collected on the next tax roll;

Whereas, to the best of the knowledge, information and belief of the Board, MPS complies with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes; and

Whereas, the City may enter into an interest rate exchange agreement in order to better match the interest rate on the RANs with the interest earnings on the investments to pay the maturing debt service;

Now, therefore, be it

Resolved, by the Milwaukee Board of School Directors that it hereby requests the City to issue revenue anticipation notes ("RANs") pursuant to the provisions of Section 67.12(1), Wisconsin Statutes, in an amount not to exceed $253,000,000; and be it

Further resolved, that the City and its proper City officers be and hereby are authorized and directed to segregate within the School Operations Fund, for the payment of the principal of the RANs, state aid revenue payments under Section 121.15, Wisconsin Statutes, received in June and July for the Fiscal Year in the amount of the principal of the RANs; and be it

Further resolved, that the City and its proper City officers be and hereby are authorized to irrevocably pledge and assign as security for the repayment of the RANs and interest thereon, all revenues of the School Operations Fund attributable to the Fiscal Year which are due MPS, in the Fiscal Year, and not yet paid as of the date of delivery of the RANs, and which are not otherwise pledged and/or applied; and be it

Further resolved, that the Milwaukee Board of School Directors consents to the use of an interest rate exchange agreement in connection with the RANs in order to better match the interest rate on the RANs with the interest earnings on the investments used to pay the maturing principal and interest of the RANs.

Director Spence moved to approve the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on Proposed 2010-2011 School Calendars

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

It is the recommendation of the Superintendent that the Board approve and adopt the proposed 2010-2011 school calendars as contained in the attachments to this communication.

Respectfully Submitted,

William G. Andrekopoulos
Superintendent of schools

2010-2011 School Calendar

Aug.30	Organization day — no student attendance	Jan. 24	Banking Day — no student attendance
Aug. 31	Banking Day — no student attendance	Feb. 21	Mid-semester break — no student attendance
Sept. 1	First day of school for all students	Mar. 11	Parent/Teacher conferences — no student attendance
Sept. 6	Labor Day — schools closed		
Oct. 1	Banking Day — no student attendance	Mar. 14	Banking Day — no student attendance
Oct. 15	Parent/Teacher conferences — no student attendance	April 22-29	Spring recess — schools closed
		TBD	ACT
Oct. 28-29	Convention days — no student attendance	May 2	Classes resume
		May 20	Banking Day — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments		
		May 30	Memorial Day — schools closed
Nov. 25-26	Thanksgiving recess — schools closed	June 9, 10, 13	High-school final exams
Dec. 22-31	Winter recess — schools closed	June 13	Last day of student attendance
Jan.3	Classes resume	June 14	Record day — no student attendance
Jan.17	Martin Luther King, Jr. Day — schools closed	June 15	Emergency make-up day
		June 16-Sept. 1	Summer Recess — schools closed
Jan. 18, 19, 20	High-school final exams		
Jan. 21	Record day/Staff planning day — no student attendance		

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar.

Also, dates for distributing report cards may vary from school to school.

AUGUST 2010

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2010-2011 Year-round School Calendar

Calendar dates may change due to bad weather or other circumstances.

July 1-28	Summer Intersession — schools closed
July 29	Teacher organization day — no student attendance
July 30	Banking Day — no student attendance
August 2	First day of school for students
Sept. 6	Labor Day — schools closed
Oct. 1	Banking Day — no student attendance
Oct. 8	Parent/Teacher Conferences — no student attendance
Oct. 11-27	Fall intersession — Year-round schools closed
Oct. 28-29	Convention days — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments
Nov. 1	Classes resume
Nov. 25-26	Thanksgiving recess — schools closed
Dec. 21	Record Day — no student attendance
Dec. 22-31	Winter Intersession — schools closed
Jan. 3-7	Winter Intersession — schools closed
Jan. 10	Classes resume
Jan. 17	Martin Luther King, Jr. Day — schools closed
Jan. 24	Banking Day — no student attendance
Feb. 21	Mid-semester break — no student attendance
Mar. 14	Banking Day — no student attendance
April 11	Parent/Teacher Conferences — no student attendance
April 12-29	Spring Intersession — Year-round schools closed
TBD	ACT
May 2	Classes resume
May 20	Banking Day — no student attendance
May 30	Memorial Day — schools closed
June 17	Last day of student attendance
June 20	Record day
June 21	Emergency make-up day
June 22-30	Summer Intersession — schools closed

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar. Also, dates for distributing report cards may vary from school to school.

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2010-2011 International Baccalaureate School Calendar

Aug. 2-13	Summer Intersession — no student attendance
Aug.16	Teacher organization day — no student attendance
Aug.17	Banking Day — no student attendance
Aug.18	First day of school for students
Sept. 6	Labor Day — schools closed
Oct. 1	Banking Day — no student attendance
Oct. 8	Parent/Teacher conferences — no student classes
Oct. 28-29	Convention days — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments
Nov. 25-26	Thanksgiving recess — schools closed
Dec. 20-22	High-school final exams
Dec. 23-31	Winter recess — schools closed
Jan. 3	Record day — no student attendance
Jan. 4	Classes resume
Jan. 17	Martin Luther King, Jr., Day — schools closed
Jan. 24	Banking Day — no student attendance
Feb. 18	Parent/Teacher conferences — no student classes
Feb. 21	Mid-semester break — no student attendance
Mar. 14	Banking Day — no student attendance
April 11	Banking Day — no student attendance
April 22-29	Spring recess — schools closed
TBD	ACT
May 2	Classes resume
May 24-26	High-school final exams
May 26	Last day of student attendance
May 27	Record day
May 30	Memorial Day — schools closed
May 31	Emergency make-up day
June 1-July 31	Summer intersession — IB schools closed

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar.
Also, dates for distributing report cards may vary from school to school.

AUGUST 2010

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Director Spence moved to approve Superintendent's recommendation.

The motion failed of adoption, the vote being as follows:

Ayes—Directors Petersons, Spence and Voeltner—3.

Noes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Director Falk moved to request that the administration speak with the MTEA to see if they would be amenable to altering the calendar to accommodate the ACT testing date.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Woodward and President Bonds—7.

Noes—Director Voeltner—1..

* * * * *

(Item B) Action on a Request to Approve the Submission of State and Federal Applications to Support and to Refund the MPS Head Start Program

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Milwaukee Public Schools Head Start Program is again eligible to apply for continuation of federal and state funding. As in the past, the MPS Head Start Program, in collaboration with MPS Grant Development Services, will apply for this funding. On June 12, 2010, the MPS Head Start Policy Council reviewed and voted to approve the submission of applications to support and to re-fund the MPS Head Start Program as follows:

- the state's Head Start supplemental application, which will be submitted in the amount of $329,175 for continuation of the MPS Head Start Program; and
- the federal application, which will be submitted in the amount of $5,984,790 for continuation of the MPS Head Start Program.

These applications for funding represent continuation of services for 1,017 three- and four-year-old children.

State Supplement Grant

The Head Start State Supplement grant allows funding to provide comprehensive health, educational, nutritional, social, and other services to economically disadvantaged children and their families. The State of Wisconsin's budget grants $329,175 to the MPS Head Start Program for the funding year July 1, 2010, through June 30, 2011.

Federal Grant

The Administration for Children and Families (ACF) makes annual grant awards for 12-month periods to Head Start on a three-year cycle. MPS Head Start is applying for the first year of a new cycle. The total funding allotted to MPS Head Start is $5,984,790. The amount includes direct funding of $77,733 for training and technical assistance.

Pursuant to Head Start Performance Standard 1304.50, Governing Body Responsibility, the Head Start operating budgets and applications must be approved by the Policy Council and the Milwaukee Board of School Directors. The Administration is requesting the MPS Board of School Directors approve the submission of the state and federal applications to support and refund the MPS Head Start Program.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of schools

Director Woodward moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item C) Update on MPS Layoffs

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

During May and June 2010, the Milwaukee Public Schools' Department of Human Resources sent written layoff notices to 1,298 district employees — specifically, 223 generals and paraprofessionals, 568 substitute teachers, 482 contract teachers, and 25 employees from various other job classifications. The number of anticipated teacher layoffs discussed during the budget process was an approximation that reflected an anticipated reduction in the total number due to retirements, leaves of absences, and recall to substitute teacher positions based on district needs. Final adjustments and corrections will be completed this week, but the overall number is not expected to change significantly.

General FAQs (answers to frequently asked questions) for all laid-off employees were placed on the MPS Portal in May. In June, specific FAQs for substitute teachers were placed on the Portal. The Department of Human Resources will update or add information to the Portal weekly.

Last week, the Department held two informational meetings with contracted teachers who received layoff notices.

In July, the Department of Human Resources will begin the process of placing unassigned teachers thorough the seniority assignment process in identified vacancies. Remaining vacancies in shortage areas will be filled by emergency licensed teachers. Thereafter, teachers will be recalled to vacancies as they become available.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

* * * * *

(Item D) Update on Collective Bargaining Negotiations Strategy with Respect to Contract Negotiations with MPS Bargaining Units

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting a closed session for the purpose of providing the Board with an update relative to collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, Local 1616, and Local 1616-888J (Part-time Recreation Employees).

The Administration requests that, pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

Respectfully submitted

William G. Andrekopoulos
Superintendent of Schools

Set aside until after consideration of the Reports of Standing Committees.

* * * * *

(Item E) Development of a Negotiating Strategy for the Possible Lease Or Sale of Surplus MPS Property

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting that the Board retire to executive session for the purpose of developing a negotiating strategy for the possible lease or sale of the following surplus MPS property:

- 2708 W Wisconsin Avenue
- 1715 N 37th Street
- 1017 N 12th Street
- 4601 N 84th Street.

This request is pursuant to Wisconsin Statutes, Section 9.85(1)(e) which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session. The Board may reconvene in open session to take action on matters considered in executive session.

Respectfully Submitted,

William G. Andrekopoulos
Superintendent of Schools

Set aside until after consideration of the Reports of Standing Committees.

* * * * *

REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 41 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Officers of May 26, 27, 28, 2010, and June 1, 2, 3, 4, 7, 9, 10, 11, 14, 15, 16, 17, 18, 21, and 22, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward, and President Bonds—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Accountability/Finance and Personnel Committee, Report #2, Item 2, monthly personnel matters;
Accountability/Finance and Personnel Committee, Report #2, Item 9, recommended allocations of partnership-school alternative education and special education contracted seats;
Accountability/Finance and Personnel Committee, Report #2, Item 15, an amendment to an Intergovernmental Agreement with the Milwaukee Police Department for School Resource Officers;
Accountability/Finance and Personnel Committee, Report #2, Item 19, a request to approve contracts for the provision of Title I services to non-public school students;
Legislation, Rules and Policies Committee, Item 1, a resolution to participate in an economic boycott of Arizona until that state's recently adopted immigration laws are repealed; and
Legislation, Rules and Policies Committee, Item 3, technical amendments to Board Rules pertaining to the committees of the Milwaukee Board of School Directors.

On the motion of Director Blewett, the balance of the Reports of the Standing Committees was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration:

Administration's Report

1. Service Information (Data collected annually reflects cumulative total activities that began on July 1, 2009)

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed Needs Identified	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	138	83%	1	100%
Sept	17,630	171	80%	2	100%
Oct	17,131	274	71%	49	59%
Nov	17,196	618	66%	344	71%
Dec	17,328	1,091	63%	802	74%
Jan	17,565	1,756	62%	1,243	75%
Feb	17,680	2,306	60%	1,597	76%
Mar	17,899	2,739	59%	1,972	76%
April	18,109	3,346	58%	2,441	76%
May	18,254	3,971	57%	2,812	76%
June	18,408	4,695	56%	3,326	75%

2. Special Services Information-Management System (SSIMS) — Report as of June 1, 2010

- Continued sessions with Spectrum K12 School Solutions for the updates to the SSIMS/ Encore application, which includes the latest federal and state mandates.
- Follow-up response to Continuous Improvement Focused Monitoring CIFM) March measurement data review.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Follow-up on Lady Pitts and Action on a Request To Phase-out Custer High School during the 2010-11 School Year and To Restart a Grades 6-12 Career Trade and Technical School at the Custer Site for 2011-2012

Background

1. At its meeting on April 22, 2010, the Milwaukee Board of School Directors instructed the Administration to work further with the school communities of Northern Star, Lady Pitts, and Custer High School to determine their willingness to design a program within Custer High School to meet the need of pregnant students and school-aged parents in a model utilizing the most effective traits from Lady Pitts and Northern Star.

2. At the request of the Board, community meetings were held at Custer on May 19 and May 27, 2010, to obtain input from the school communities on future plans for Lady Pitts and Custer High School. Attendees on May 19, 2010, clearly expressed their desire to participate in future planning for Custer and Lady Pitts. Staff members and past students from Lady Pitts reiterated the need to maintain a separate program at Lady Pitts.

3. During the follow-up meeting on May 27, 2010, attendees cited the history of Custer as a center for trade and technical education, including training in H-VAC and barbering/cosmetology. Parents and staff from Custer High School stated that students are drawn to high schools that offer after-school opportunities for sports, recreational, and extra-curricular activities. Attendees suggested that alternative programming, including GED-2, be included and strengthened in any future planning for Custer. Grade expansion, to include grades 6 through 8, was neither supported nor contested.

Administration's Analysis

4. The district's high schools are under capacity. It will be necessary to make recommendations to reduce the number of underperforming high-school seats in Fall 2010 for implementation in September 2011. The purpose of this item is to provide high-quality high school-seats producing positive outcomes for students.

5. Custer High School is currently a Tier I, persistently low-performing school, as determined by the criteria set forth under the American Recovery and Reinvestment Act of 2009. Because of that designation, the district has the ability to use one of the four restructuring models available.

6. In its preliminary annual review of district performance for the 2009-10 school year, the Wisconsin Department of Public Instruction identified Custer High School as a Level 4 School Identified for Improvement in reading and a Level 4-Improved School Identified for Improvement in mathematics. Custer is also identified as a Level 1 School Identified for Improvement in other indicators (graduation rate). Custer did, however, make satisfactory progress in test participation.

7. Enrollment at Custer has continued to decrease.

Year	Enrollment	Year	Enrollment
2004	1,214	2007	1,037
2005	1,134	2008	900
2006	1,287	2009	802

Projected enrollment for the 2010-11 school year is 770.

8. For the 2010-11 school year, 49 current 8th-grade students have selected Custer High School for 9th grade as of May 25, 2010. Of the current 246 9th-graders, 70 students are over-age (16-17 yrs. old). Seventy-three additional students are repeat 9th-graders.

9. The percentage of special education students enrolled at Custer High School has increased each school year. During the 06-07 school year, 23% of the students were special education students. In 07-08, the percentage rose to 27%, and in 08-09, to 29%. At one point during the current school year, the percentage of special education students enrolled at Custer high school was 32%.

10. A staff meeting was held on Thursday, June 3, 2010, to review proposed changes for Custer High School and the effect on staff members and students.

11. Beginning with the 2008-09 school year, Custer implemented the First Things First (FTF) educational reform, which focused on raising the academic performance of all students to levels required for post-secondary education and high-quality employment. Major components of FTF included small learning communities, a family and student advocate system, and improved teaching and learning. Declining enrollment at Custer provided a significant challenge to the implementation of small learning communities.

12. Custer previously has been identified as a school included in the Transformation Model. Due to factors included in this item, it has now been determined that the school community of Custer High School will be better served by the Restart Model.

13. This item has been developed in collaboration with the incoming superintendent.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

15. Under federal guidelines, the Restart Model can be used to convert or close and reopen a school under a charter school operator (CMO) or an education-management organization (EMO).

Fiscal Impact Statement

16. Pending approval from the Wisconsin Department of Public Instruction of the district's School Improvement Grant (SIG II), $2,000,000 will be allocated in FY11 to implement the Restart Model. Full implementation must be completed by the 2012-2013 school year.

17. Following approval by the Milwaukee Board of School Directors, the Administration will eliminate the Custer grades 9-12 budget and create a Custer grades 11-12 budget. The budget will be in place by July 2010 and presented to the Board of School Directors for approval as part of the final adopted budget in late October 2010.

Implementation and Assessment Plan

18. Upon the Board's approval of this item, Custer High School will be phased out during the 2010-11 school year and restarted in Fall 2011.

19. In July 2010, planning for the new school will begin. District staff will work to engage the community in the development of a process to design the new grades 6-12 career trade and technical school.

20. Beginning with the 2011-12 school year, a career trade and technical educational program for students in grades 6 and 9 will open at the Custer site. The school will receive a new site number and serve students from grades 6-12.

21. Students enrolled as incoming 9th-graders at Custer High School for the 2010-11 school year will be reassigned to other Milwaukee Public Schools, effective Fall 2010.

22. Current 9th-grade students will also receive other school assignments for the 2010-2011 school year. Assignments will be made based upon the academic needs of students.

23. Special Education students enrolled for the 2010-11 school year in grades 9 and 10 will receive assignments to other Milwaukee Public Schools according to IEPs.

24. Students enrolled at Custer for the 2010-11 school year as 11th- and 12th-graders will remain at Custer and participate in an 11th- and 12th-grade academy to help them move to successful high-school graduation. Funds from the SIG-II grant will be allocated to ensure a rigorous program for these students.

25. As a follow up to discussions in the community regarding Lady Pitts, the Administration will bring back to the Board in November an analysis of school-age programs from around the country and do an assessment in order to make a recommendation for Lady Pitts for the 2011-12 school year. Lady Pitts will remain in the Custer building for the 2010-11 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the phasing-out of Custer High School during the 2010-11 school year, with students in grades 10 through 12 to be allowed to remain at the school, and the restart in Fall 2011;

2. direct the Administration to issue an RFP for an educational-management organization (EMO) or charter-management organization (CMO) to design, implement, and manage a career technical and trade school at the Custer site;

3. direct that, while the RFP for an EMO or CMO is being implemented, the Administration consider that the school operate as an instrumentality charter school; and

4. direct that planning and community input begin during the 2010-11 school year.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on the Renewal of the Instrumentality Charter School Contract with Advanced Language & Academic Studies High School (ALAS)

Background

1. On June 3, 2003, the Board granted the petition to establish Advanced Language and Academic Studies (ALAS) as an MPS charter school. On August 28, 2003, the Board voted to approve a five-year contract establishing ALAS as an instrumentality charter school, beginning with the 2004-2005 school year and ending on the last regularly scheduled day of the 2008-2009 school year.

2. On June 25, 2009, the Milwaukee Board of School Directors approved a one-year renewal of the instrumentality charter school contract with ALAS and directed the school to attend to the areas in which it was found to be non-compliant or partially compliant.

3. In December 2009, the charter school contract review process was initiated. On February 11, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by the Charter School Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. On February 11, 2010, the Charter School Contract Review Team recommended a one-year renewal of the instrumentality charter contract with Advance Language & Academic Studies (ALAS) for the 2010-2011 school year and that the school attend to the areas in which it was found to be non-compliant and partially compliant. The Superintendent concurred with the recommendation.

5. On March 25, 2010, the Milwaukee Board of School Directors granted a two-year instrumentality charter contract with ALAS for the 2010-2011 and 2011-2012 school years. The Board also directed the school to attend to the areas in which it was found to be non-compliant or partially compliant and that local assessments be added to the charter school's contract.

6. ALAS is located at 971 West Windlake Avenue (Kosciuszko Campus). The current contract specifies services for 250 full-time-equivalent students (FTEs) in grades 9 through 12. The September 2009 State Enrollment count was 251 students, including 38 students (15%) with special education needs.

Analysis

7. On May 3, 2010, representatives from the ALAS High School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for ALAS, using the Board-approved model. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

8. Upon the Milwaukee Board of School Directors' approval, ALAS accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Maria Zuniga shall be the person in charge of the charter school;

b. the term of the contract will be for two years, to start with the 2010-2011 school year and to end with the 2011-2012 school year;

c. ALAS will provide services for up to a maximum of 250 FTEs in grades 9 through 12;

d. language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions; and

e. Appendix A has been revised to reflect current practice.

Strategic Plan Compatibility Statement

9. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The proposed FY11 budget includes funding for ALAS High School.

Implementation and Assessment Plan

12. Funds have been reserved as part of the FY11 budget-development process to cover the student FTEs for the 2010-2011 school year. The renewed instrumentality charter contract will be effective with the 2010-2011 school year.

Committee's Recommendation

Your Committee recommends that the Board accept the instrumentality charter school contract with ALAS, as attached to the minutes of your Committee's meeting, which is based upon the Board-approved model instrumentality charter school contract, with the following modification in terms:

1. Maria Zuniga shall be the person in charge of the charter school;

2. the term of the contract will be for two years, to start with the 2010-2011 school year and to end with the 2011-2012 school year;

3. ALAS will provide services for up to a maximum of 250 FTEs in grades 9 through 12;

4. language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions; and

5. Appendix A has been revised to reflect current practice.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 3) Action on the Renewal of the Instrumentality Charter School Contract with the Alliance School

Background

1. On June 24, 2004, the Milwaukee Board of School Directors approved the concept of The Alliance School's petition for implementation as an MPS instrumentality charter school. On May 26, 2005, the Board voted to approve a five-year contract establishing The Alliance School as an instrumentality charter school, to begin with the 2005-2006 school year and to end on the last regularly scheduled day of the 2009-2010 school year.

2. On December 16, 2008, the Milwaukee Board of School Directors approved an amendment to the contract which increased the grade levels served at the school to include sixth, seventh, and eighth grade, beginning with the 2009-2010 school year.

3. The Alliance School is located at 850 West Walnut Street. The current contract specifies services for 175 FTEs (full-time-equivalent students) in grades 6 through 12. The September 2009 State Enrollment count was 159 students, including 37 students (23%) with special education needs.

4. In December 2009, the charter school contract review process was initiated. On February 11, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by Charter School Services and information and data requested of various Central Services staff relative to contract compliance.

5. On February 11, 2010, the Charter School Contract Review Team recommended non-renewal of the instrumentality charter contract with The Alliance School due to the school's failure to demonstrate sufficient progress toward attaining the educational goals under §118.01, Stats., or the academic performance criteria established by the Board of School Directors; and its violation of the contract in the areas identified in the compliance and financial audit findings. The Superintendent, however, did not concur with the Contract Review Team's recommendation for the following reasons:

a. the value-added growth estimates in reading and math for The Alliance School were not significantly different from the district average for all MPS high schools;

b. preliminary value-added attendance results show that The Alliance School has increased its 9th-grade attendance;

c. The Alliance School serves a unique population in the district that is often underserved in traditional school settings; and

d. The Alliance School needs the flexibility under its charter status in the areas of student and teacher scheduling, curriculum, and teacher licensing to service this unique population of students.

6. On March 25, 2010, the Milwaukee Board of School Directors approved a two-year renewal of the instrumentality charter contract with The Alliance School, for the 2010-2011 and 2011-2012 school years, and directed that the school attend to the areas in which it is found to be non-compliant and that the school staff to work with the Division of Research and Assessment to develop alternative means to assess the value-added which this school brings to its unique population of students.

Analysis

7. On April 27, 2010, representatives from The Alliance School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for The Alliance School, using the Board-approved model. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

8. Contingent upon the Milwaukee Board of School Directors' approval, The Alliance School accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Tina Owen shall be the person in charge of the school

b. The school will be located at 850 West Walnut Street, Milwaukee, WI, 53205.

c. The term of the contract is two years, to start with the 2010-2011 school year and to end with the last regularly scheduled day of the 2011-2012 school year.

d. The Alliance School will provide services for up to a maximum of 175 FTEs in grades 6 through 12.

e. Language was added that allows the school to utilize local assessments approved by the Division of Research and Assessment.

f. Performance criteria were added that include value-added data of a local assessment that is approved by the MPS Division of Research and Assessment.

g. Performance criteria related to attendance were revised to require the school to increase its attendance rate from year to year or to exceed the district's attendance rate.

h. Performance criteria related to the mobility rate were revised to require the school to decrease its mobility rate from year to year or to achieve a mobility rate that is lower than that of the district.

i. Performance criterion was added that requires the charter school to achieve a suspension rate that is lower than the district's average.

j. Performance criterion was added that requires the charter school to have a lower level of incidents under the category of "learning environment" than do other corresponding grades in MPS schools.

k. Hope Study performance criterion was added.

l. Language was added that identifies a current MOU for peer evaluations.

m. Language was added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.

n. Language was added indicating that, if a change in location is being considered, the teacher collaborative and school governance council shall be included in any discussions on this matter.

o. Language regarding enrollment was clarified.

p. Language regarding the school's allocation for transportation was clarified.

q. Updates were made to Appendix A to reflect current practice.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The proposed FY11 budget includes funding for The Alliance School.

Implementation and Assessment Plan

12. Funds have been reserved as part of the FY11 budget-development process to cover the student FTEs for the 2010-2011 school year. The renewed instrumentality charter contract will be effective starting with the 2010-2011 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school contract with The Alliance School, as attached to the minutes of your Committee's meeting, based upon the Board-approved model instrumentality charter school contract, with the following modification in terms:

1. Tina Owen shall be the person in charge of the school
2. The school will be located at 850 West Walnut Street, Milwaukee, WI, 53205.
3. The term of the contract is two years, to start with the 2010-2011 school year and to end with the last regularly scheduled day of the 2011-2012 school year.
4. The Alliance School will provide services for up to a maximum of 175 FTEs in grades 6 through 12.
5. Language was added that allows the school to utilize local assessments approved by the Division of Research and Assessment.
6. Performance criteria were added that include value-added data of a local assessment that is approved by the MPS Division of Research and Assessment.
7. Performance criteria related to attendance were revised to require the school to increase its attendance rate from year to year or to exceed the district's attendance rate.
8. Performance criteria related to the mobility rate were revised to require the school to decrease its mobility rate from year to year or to achieve a mobility rate that is lower than that of the district.
9. Performance criterion was added that requires the charter school to achieve a suspension rate that is lower than the district's average.
10. Performance criterion was added that requires the charter school to have a lower level of incidents under the category of "learning environment" than do other corresponding grades in MPS schools.
11. Hope Study performance criterion was added.
12. Language was added that identifies a current MOU for peer evaluations.
13. Language was added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.
14. Language was added indicating that, if a change in location is being considered, the teacher collaborative and school governance council shall be included in any discussions on this matter.

15. Language regarding enrollment was clarified.

16. Language regarding the school's allocation for transportation was clarified.

17. Updates were made to Appendix A to reflect current practice.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Action on an Amendment to the Instrumentality Charter School Contract with Audubon Technology & Communication Center High School

Background

1. On September 12, 2007, Audubon Technology and Communication Center High School submitted a petition to become an MPS instrumentality charter high school to serve students in grades 9 through 12, beginning with the 2008-2009 school year. The MPS Charter School Review Panel met to review the Audubon Technology and Communication Center's petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On September 25, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Audubon Technology and Communication Center High School.

3. On December 18, 2007, the Board approved a five-year charter school contract establishing Audubon Technology and Communication Center High School as an instrumentality charter school. The contract, which began with the first regularly scheduled day of the 2008-2009 school year, is scheduled to expire on the last regularly scheduled school day of the 2012-2013 school year.

4. Audubon Technology and Communication Center High School is located at 3300 South 39th Street. The current contract specifies services for 215 full-time-equivalent students (FTEs) in grades 9 through 12 for the 2010-2011, 2011-2012, and 2012-2013 school years. The September 2009 State Enrollment count was 153 students, including 29 students (19%) with special education needs.

Analysis

5. On March 1, 2010, Charter School Services received a written request from Audubon Technology and Communication Center High School to modify its contract and Appendix A: Charter school petition.

6. On April 12, 2010, representatives from Audubon Technology and Communication Center High School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the modifications requested by Audubon Technology and Communication Center High School. All modifications included in the attachment to this board item have been mutually agreed upon by all parties previously listed.

7. Contingent upon the Milwaukee Board of School Directors' approval, Audubon Technology and Communication Center High School accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modification in terms:

- Language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions.

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This item does not authorized expenditures. The proposed FY11 budget includes funding for Audubon Technology and Communication Center High School.

Implementation and Assessment Plan

11. The renewed instrumentality charter contract will be effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the modified instrumentality charter school contract with Audubon Technology and Communication Center High School, as attached to the minutes of your Committee's meeting, with the following modification in terms:

- Language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 5) Action on an Amendment to the Instrumentality Charter School Contract with Audubon Technology & Communication Center Middle School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Audubon Technology and Communication Center Middle School as an instrumentality charter school. The contract began with the first regularly scheduled day of the 2001-2002 school year and ended with the last regularly scheduled school day of the 2005-2006 school year.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In February 2006, the Charter School Contract Review Team, after a review of Audubon Technology and Communication Center Middle School's compliance with its charter contract, recommended renewal of the instrumentality charter school contract with Audubon Technology and Communication Center Middle School and that the school attend to areas in which it had been found to be non-compliant or partially compliant, including participation in the School Climate Survey and making significant progress in immunization compliance during the 2005-2006 school year.

3. On March 30, 2006, the Board approved the recommendation to renew a five-year charter contract with Audubon Technology and Communication Center Middle School.

4. On August 31, 2006, the Board approved a five-year renewal of the instrumentality charter school contract with Audubon Technology and Communication Center Middle School to begin with the 2006-2007 school year and to end with the last regularly scheduled day of the 2010-2011 school year.

5. Audubon Technology and Communication Center Middle School is located at 3300 South 39th Street. The contract specifies services for 680 full-time-equivalent students (FTEs) in grades 6 through 8. The September 2009 State Enrollment count was 624 students, including 124 students (21%) with special education needs.

Analysis

6. On March 1, 2010, Charter School Services received a written request from Audubon Technology and Communication Center Middle School to modify the contract and Appendix A: Charter school petition.

7. On April 12, 2010, representatives from Audubon Technology and Communication Center Middle School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the modifications requested by Audubon Technology and Communication Center Middle School. All modifications included in the attachment to this board item have been mutually agreed upon by all parties previously listed.

8. Contingent upon the Milwaukee Board of School Directors' approval, Audubon Technology and Communication Center Middle School accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions; and

b. the revised educational program outlined in Appendix A reflects the addition of a developmental bilingual program for grades 6 through 8.

Strategic Plan Compatibility Statement

9. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorized expenditures. The proposed FY11 budget includes funding for Audubon Technology and Communication Center Middle School.

Implementation and Assessment Plan

12. The renewed instrumentality charter contract will be effective upon the Board's approval. Additionally, when the charter school goes through the contract-review process outlined in Administrative Policy 9.12, the review will be based on this modified contract and petition, pending the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the modified instrumentality charter school contract with Audubon Technology and Communication Center Middle School, as attached to the minutes of your Committee's meeting, with the following modification in terms:

1. Language has been added that, if an MOU is obtained, the charter school can interview year-round for open positions; and

2. the revised educational program outlined in Appendix A reflects the addition of a developmental bilingual program for grades 6 through 8.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on the Renewal of a Non-Instrumentality Charter School Contract with Highland Community Schooll

Background

1. On February 14, 1996, the Milwaukee Board of School Directors authorized the Administration to begin the process of negotiating a charter contract with Highland Community School Inc. On June 27, 1996, the Milwaukee Board of School Directors approved the initial charter school contract establishing Highland Community School as a non-instrumentality charter school. The approved contract was a three-year contract starting with the 1996-1997 school year and ending with the 1998-1999 school year. The initial contract was followed by subsequent contracts approved on October 31, 2000, and on June 23, 2005. The most recent contract, which began with the 2005-2006 school year, is scheduled to expire on the last regularly scheduled day of the 2009-2010 school year.

2. Highland Community School is located at 3030 West Highland Boulevard. The current contract specifies services for 200 full-time-equivalent students (FTEs) in grades K3 through 8. The September 2009 State enrollment count was 161 students, including 6 students (4%) with special education needs.

3. In December 2009, the charter school contract review process was initiated. On February 4, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by the Charter School Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. On February 4, 2010, the Charter School Contract Review Team recommended a five-year renewal of the non-instrumentality charter contract with Highland Community School to begin with the 2010-2011 school year and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

5. On March 25, 2010, the Milwaukee Board of School Directors granted a five-year non-instrumentality charter contract with Highland Community School starting with the 2010-2011 school year and ending with the last regularly scheduled day of the 2014-2015 school year. The Board also directed the school to attend to the areas in which it was found to be non-compliant or partially compliant.

Analysis

6. On May 3 and May 17, 2010, representatives from Highland Community School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Highland Community School, using the Board-approved model. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

7. Contingent upon the Milwaukee Board of School Directors' approval, Highland Community School accepts the Board-approved model non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Kathleen Ronco shall be the person in charge of the charter school.

b. The school will be located at 3030 West Highland Boulevard, Milwaukee, WI, 53208.

c. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.

d. Highland Community School will provide services for up to a maximum of 185 pupils in grades K3 through 6 for the 2010-2011 school year, 210 pupils in grades K3 through 6 for the 2011-2012 school year, 225 pupils in grades K3 through 6 for the 2012-2013 school year, 235 pupils in grades K3 through 6 for the 2013-2014 school year, and 250 pupils in grades K3 through 6 for the 2014-2015 school year.

e. Language has been added to clarify the process by which the school will notify MPS of the name of any new school leader.

f. Language has been added that allows the school to use local assessments approved by the MPS Department of Research and Assessment.

g. Language regarding the administration of assessments has been added.

h. Language has been added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.

i. Language has been added that clarifies charter school's autonomy over budgets.

j. Revision has been made to the date for submission of the mid-year expenditure report.

k. Language regarding MPS's right to terminate the contract upon the review of the attestation report has been removed, as the Board already has the right to terminate if the school does not meet performance criteria.

l. Language has been added that dictates that reasonable notice should be given to the charter school when requests for information are presented to the school.

m. Language has been modified to clarify the manner in which the charter school cooperates with MPS regarding compliance with state and federal laws pertaining to LEA duties.

n. Language regarding MPS's right to terminate the contract if the school does not cooperate with MPS to ensure compliance with state and federal laws, codes, rules and regulations has been clarified.

o. Language has been added to allocate funds to cover an additional 175 hours of instruction, for a total of 1,225 hours of instruction.

p. Language has been added clarifying the date by which the 40% payment shall be made to charter school.

q. Language that required the charter school to contact the MPS grant office for information regarding possible grant conflicts has been deleted.

r. Language has been clarified to specify that the Board may terminate the contract if the charter school does not agree to modifications based on a mutually agreed upon model contract.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This item does not authorize expenditures. The proposed FY11 MPS budget includes funding for Highland Community School.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY11 budget-development process to cover the student FTEs for the 2010-2011 school year. The renewed non-instrumentality charter contract will be effective with the start of the 2010-2011 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Highland Community School based upon the Board-approved model non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with the following modification in terms:

1. Kathleen Ronco shall be the person in charge of the charter school.
2. The school will be located at 3030 West Highland Boulevard, Milwaukee, WI, 53208.
3. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.
4. Highland Community School will provide services for up to a maximum of 185 pupils in grades K3 through 6 for the 2010-2011 school year, 210 pupils in grades K3 through 6 for the 2011-2012 school year, 225 pupils in grades K3 through 6 for the 2012-2013 school year, 235 pupils in grades K3 through 6 for the 2013-2014 school year, and 250 pupils in grades K3 through 6 for the 2014-2015 school year.
5. Language has been added to clarify the process by which the school will notify MPS of the name of any new school leader.
6. Language has been added that allows the school to use local assessments approved by the MPS Department of Research and Assessment.
7. Language regarding the administration of assessments has been added.
8. Language has been added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.
9. Language has been added that clarifies charter school's autonomy over budgets.
10. Revision has been made to the date for submission of the mid-year expenditure report.
11. Language regarding MPS's right to terminate the contract upon the review of the attestation report has been removed, as the Board already has the right to terminate if the school does not meet performance criteria.
12. Language has been added that dictates that reasonable notice should be given to the charter school when requests for information are presented to the school.
13. Language has been modified to clarify the manner in which the charter school cooperates with MPS regarding compliance with state and federal laws pertaining to LEA duties.
14. Language regarding MPS's right to terminate the contract if the school does not cooperate with MPS to ensure compliance with state and federal laws, codes, rules and regulations has been clarified.

15. Language has been added to allocate funds to cover an additional 175 hours of instruction, for a total of 1,225 hours of instruction.

16. Language has been added clarifying the date by which the 40% payment shall be made to charter school.

17. Language that required the charter school to contact the MPS grant office for information regarding possible grant conflicts has been deleted.

18. Language has been clarified to specify that the Board may terminate the contract if the charter school does not agree to modifications based on a mutually agreed upon model contract.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 7) Action on the Renewal of the Instrumentality Charter School Contract with Honey Creek Continuous Progress School

Background

1. On June 24, 2004, the Milwaukee Board of School Directors approved the concept of the Honey Creek Continuous Progress School's petition for implementation as an MPS instrumentality charter school. On January 11, 2005, the Board voted to approve a five-year contract establishing Honey Creek Continuous Progress School as an instrumentality charter school, beginning with the 2005-2006 school year and ending on the last regularly scheduled day of the 2009-2010 school year.

2. Honey Creek Continuous Progress School is located at 6701 West Eden Place. The current contract specifies services for 360 full-time-equivalent students (FTEs) in grades K4 through 5. The September 2009 State Enrollment count was 367 students, including 50 students (13.6%) with special education needs.

3. In December 2009, the charter school contract review process was initiated. On February 4, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by Charter School Services and information and data requested of various Central Services staff relative to contract compliance.

4. On February 4, 2010, the Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter contract with Honey Creek Continuous Progress School to begin with the 2010-2011 school year and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

5. On March 25, 2010, the Milwaukee Board of School Directors granted a five-year instrumentality charter contract with Honey Creek Continuous Progress School to begin with the 2010-2011 year and to end with the 2014-2015 school year. The Board also directed the school to attend to the areas in which it was found to be non-compliant or partially compliant.

Analysis

6. On May 3, 2010, representatives from Honey Creek Continuous Progress School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Honey Creek Continuous Progress School, using the Board-approved model contract. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

7. Contingent upon the Milwaukee Board of School Directors' approval, Honey Creek Continuous Progress School accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Gitanjali Chawla shall be the person in charge of the charter school.

b. The school shall be located at 6701 West Eden Place, Milwaukee, Wisconsin, 53220.

c. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.

d. Honey Creek Continuous Progress School will provide services for up to a maximum of 365 full-time-equivalent students (FTEs) in grades K4 through continuous progress grade 5.

e. Appendix A: Governance Council section has been updated to reflect the decision-making power of the governing board.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This item does not authorize expenditures. The proposed FY11 MPS budget includes funding for Honey Creek Continuous Progress School.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY11 budget-development process to cover the student FTEs for the 2010-2011 school year. The renewed instrumentality charter contract will be effective starting with the 2010-2011 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school contract with Honey Creek Continuous Progress School based upon the Board-approved model instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with the following modification in terms:

1. Gitanjali Chawla shall be the person in charge of the charter school.

2. The school shall be located at 6701 West Eden Place, Milwaukee, Wisconsin, 53220.

3. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.

4. Honey Creek Continuous Progress School will provide services for up to a maximum of 365 full-time-equivalent students (FTEs) in grades K4 through continuous progress grade 5.

5. Appendix A, Governance Council section, has been updated to reflect the decision-making power of the governing board.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 8) Action on an Amendment to Appendix A of the Instrumentality Charter School Contract with Individualized Developmental Educational Approaches to Learning (IDEAL)

Background

1. On April 25, 2002, the Milwaukee Board of School Directors approved a five-year charter school contract establishing IDEAL as an instrumentality charter school. Located at the Sholes Educational Complex, 4965 South 20th Street, IDEAL opened as a charter school at the beginning of the 2001-2002 school year, with its contract to end with the last regularly scheduled school day of the 2005-2006 school year.

2. On February 23, 2004, the Board revised Administrative Policy 9.12, Charter Schools, to include the MPS charter school contract renewal process. In February 2006, having completed a review of IDEAL's compliance with its charter contract, the Charter School Contract Review Team recommended that the contract with IDEAL be renewed and directed the school to attend to the areas in which it was found to be non-compliant or partially compliant.

3. On March 30, 2006, the Board approved the recommendation of the Charter School Contract Review Team that the contract with IDEAL be renewed and that the school attend to the areas in which it was found to be non-compliant or partially compliant.

4. On August 31, 2006, the Board approved a five-year contract with IDEAL, to begin with the 2006-2007 school year and to end with the last regularly scheduled school day of the 2010-2011 school year.

5. The current contract specifies services for 205 FTEs (full-time-equivalent students) in grades K4 through 8 for the 2009-2010 school year and 215 FTEs in grades K4 through 8 for the 2010-2011 school year. The September 2009 State Enrollment count was 211 students, including 45 students (21%) with special education needs.

Analysis

6. On March 4, 2010, Charter School Services received a written request from IDEAL to modify Appendix A of its instrumentality charter school contract. The rationale for the modifications was to ensure that Appendix A, the Charter School Petition, was aligned to current practice. The attached Appendix A reflects the changes that are being proposed. The modifications provide more details regarding current educational program practices, curriculum, and partnerships that may not have been available at the time the petition was written. The modifications also include clarifications regarding the governing board, as well as including peer evaluations for teachers.

7. On April 12, 2010, representatives from IDEAL Charter School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the modifications requested by IDEAL Charter School. All modifications included in the attachment to the minutes of your Committee's meeting have been mutually agreed upon by all parties previously listed.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This tem does not authorize expenditures. Funds for IDEAL have been included in the proposed FY11 budget.

Implementation and Assessment Plan

11. The Appendix A, as attached to the minutes of your Committee's meeting, will become effective upon the Board's approval of this item. When the charter school goes through the contract-review process outlined in Administrative Policy 9.12, the review will be based on this modified petition, pending the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the attached revised Appendix A, Charter School Petition, for IDEAL Charter School, with the modification to Section #14 of the Appendix as follows:

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

~~At this time we do not have a building. We are working with the Y.M.C.A., M.P.S., and a commercial realtor to determine where a building that will suit our needs will become available in the near future. We are also looking at sites for building our own permanent location. We would appreciate input on this issue. We are permanently located in the Sholes Educational Complex, sharing the facility with two MPS high schools.~~ IDEAL is located on the first floor on the north side of the Sholes Educational Complex. Our three units each have one large classroom as well as one breakout room to accommodate the different learner groups. We also have use of the auxiliary gymnasium, cafeteria, playground with tot lot, two sets of student bathrooms, staff lounge, and auditorium in the Complex. Our space also includes a school library and teacher workroom. Offices house our school secretary, speech pathologist, lead teacher, and special education staff. Additional support staff offices are located in the main office of the Sholes Educational Complex.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 9) Action on a Non-Instrumentality Charter School Contract with Milwaukee Community Cyber High School

Background

1. On January 4, 2010, Seeds of Health, Inc., submitted a proposal for an MPS non-instrumentality virtual charter school, to serve approximately 100 students the first year, ramping up to a maximum capacity of 300 students in grades 9 through 12, to begin with the 2010 school year.

2. On February 16, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff and members of the community demonstrated their passion, commitment, and support for the Milwaukee Community Cyber High School proposal.

3. On March 25, 2010, the Milwaukee Board of School Directors approved the concept of the Milwaukee Community Cyber High School, contingent upon the school's finding a suitable facility. The Board also waived Administrative Policy 9.12 and authorized the Superintendent's designee, in consultation with the Office of the City Attorney, to begin contract negotiations with representatives from Milwaukee Community Cyber High School in anticipation of the establishment of a non-instrumentality virtual charter school for the 2010-2011 school year.

Analysis

4. Representatives from the Seeds of Health, Inc., met with representatives from the Office of Board Governance, The Office of the City Attorney, and MPS Administration on May 3, 2010, and again on May 17, 2010, to negotiate the contract. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

5. Contingent upon the Milwaukee Board of School Directors' approval, Seeds of Health, Inc., accepts the Board-approved model non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Marcia L. Spector shall be the person in charge of the charter school.

b. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.

c. The school will provide services for 100 pupils in grades 9 through 12 for the 2010-2011 school year, 200 pupils in grades 9 through 12 for the 2011-2012 school year, and 300 pupils in grades 9 through 12 for the 2012-2013, 2013-2014, and 2014-2015 school years.

d. Language has been modified to:

(1) clarify the charter school's compliance with the No Child Left Behind Act;

(2) reflect more accurately the requirements of Wisconsin Statutes, §118.40, Charter Schools, as it relates to assessment; and

(3) reflect that the format of academic-achievement reports will be appropriate for the data being presented.

e. Performance criteria have been updated by eliminating the criterion relating to the WKCE writing exam, as it is not applicable.

f. Performance criteria have been modified to indicate that the school must demonstrate growth in value-added data in reading and mathematics.

g. The performance criterion regarding graduation has been modified to allow the school to report its graduation rate according to a measure appropriate to its program.

h. Performance criteria have been modified to reflect data applicable to virtual schools while maintaining compliance with the requirements of §118.40, Stats.

i. Language has been added to clarify that charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin's immunization requirements.

j. Language regarding pupil database information has been modified.

k. Language has been added to:

(1) indicate that the charter school is exempted from credit entry and grade and transcript entry and requirements of the school to accompany all transcripts with a clarification document from the charter school;

(2) clarify the charter school's autonomy over its budgets;

(3) clarify that the Board can terminate the contract if MPS does not approve the facilities, based on charter school's failure to comply with health or safety codes;

(4) clarify the intent to limit the charter school's obligation to indemnify to actions taken by its officers, agents, and employees;

(5) clarify the intent to limit the financial responsibility of charter school to the acts and omissions of its officers, agents, and employees;

(6) allow the school to charge for field trips;

(7) mandate that the annual school calendar be submitted to MPS prior to the first contractual payment each year;

(8) allow the administrative fee to be annually negotiated;

(9) allow the school to receive any technology grant funds and federal and state funds designated for charter schools.

l. Language that disallows the charter school from applying for grant monies and that required the charter school to contact the MPS grant office for information regarding possible grant conflicts has been deleted.

Strategic Plan Compatibility Statement

6. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measureable objectives: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy or board Rules Statement

7. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

8. This item does not authorize expenditures. The FY11 proposed budget includes funding for 100 seats for Milwaukee Community Cyber High School.

Implementation and Assessment Plan

9. The charter contract will become effective, contingent upon the Board's approval, on July 1, 2010. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Milwaukee Community Cyber High School, based upon the Board-approved model non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with the following modification in terms:

1. Marcia L. Spector shall be the person in charge of the charter school.

2. The term of the contract is five years, to start with the 2010-2011 school year and to end with the 2014-2015 school year.

3. The school will provide services for 100 pupils in grades 9 through 12 for the 2010-2011 school year, 200 pupils in grades 9 through 12 for the 2011-2012 school year, and 300 pupils in grades 9 through 12 for the 2012-2013, 2013-2014, and 2014-2015 school years.

4. Language has been modified to:

a. clarify the charter school's compliance with the No Child Left Behind Act;

b. reflect more accurately the requirements of Wisconsin Statutes, §118.40, Charter Schools, as it relates to assessment; and

c. reflect that the format of academic-achievement reports will be appropriate for the data being presented.

5. Performance criteria have been updated by eliminating the criterion relating to the WKCE writing exam, as it is not applicable.

6. Performance criteria have been modified to indicate that the school must demonstrate growth in value-added data in reading and mathematics.

7. The performance criterion regarding graduation has been modified to allow the school to report its graduation rate according to a measure appropriate to its program.

8. Performance criteria have been modified to reflect data applicable to virtual schools while maintaining compliance with the requirements of §118.40, Stats.

9. Language has been added to clarify that charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin's immunization requirements.

10. Language regarding pupil database information has been modified.

11. Language has been added to:

a. indicate that the charter school is exempted from credit entry and grade and transcript entry and requirements of the school to accompany all transcripts with a clarification document from the charter school;

b. clarify the charter school's autonomy over its budgets;

c. clarify that the Board can terminate the contract if MPS does not approve the facilities, based on charter school's failure to comply with health or safety codes;

d. clarify the intent to limit the charter school's obligation to indemnify to actions taken by its officers, agents, and employees;

e. clarify the intent to limit the financial responsibility of charter school to the acts and omissions of its officers, agents, and employees;

f. allow the school to charge for field trips;

g. mandate that the annual school calendar be submitted to MPS prior to the first contractual payment each year;

h. allow the administrative fee to be annually negotiated; and

i. allow the school to receive any technology grant funds and federal and state funds designated for charter schools.

12. Language that disallows the charter school from applying for grant monies and that required the charter school to contact the MPS grant office for information regarding possible grant conflicts has been deleted.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 10) Action on a Request To Amend Appendix A of the Instrumentality Charter School Contract with Whittier Elementary School

Background

1. On April 25, 2002, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Whittier Elementary School as an instrumentality charter school. Located at

4382 South 3rd Street, Whittier opened as a charter school at the beginning of the 2001-2002 school year, with its contract to end with the last regularly scheduled school day of the 2005-2006 school year.

2. On June 23, 2005, the Board approved an amendment to the contract with Whittier Elementary School to modify Section I.B., regarding the manner in which administrative services are provided, from a principal-led school to a school led by a teacher-in-charge for the remainder of the contract term.

3. On March 30, 2006, the Board approved the recommendation of the Contract Review team to renew a five-year charter contract with Whittier Elementary School, beginning with the 2006-2007 school year.

4. On August 31, 2006, the Board approved a five year instrumentality charter school contract with Whittier Elementary School, to start with the first regularly scheduled day of the 2006-2007 school year and to end with the last regularly scheduled day of the 2010-2011 school year.

5. The current contract specifies services for 215 FTEs (full-time-equivalent students) in grades K4 through 5 for the 2009-2010 school year and 210 FTEs in grades K4 through 5 for the 2010-2011 school year. The September 2009 State Enrollment count was 217 students, including 14 students (6.4%) with special education needs.

Analysis

6. On March 17, 2010, Charter School Services received a written request from Whittier Elementary School, signed by its governance council, to modify Appendix A of its instrumentality charter school contract. The rationale for the modifications was to ensure that Appendix A, the Charter School Petition, was aligned to current practice. The modified Appendix A, as attached to the minutes of your Committee's meeting, reflects the changes that are being proposed. The modifications provide more details regarding the curriculum used to carry out the educational program, modifications regarding parental involvement, implementation of the character counts curriculum, and modifications providing clarity around the governing body of the school.

7. On April 12, 2010, representatives from Whittier Elementary School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the modifications requested by Whittier Elementary School. All modifications included in the attachment to your Committee's meeting have been mutually agreed upon by all parties previously listed.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This tem does not authorize expenditures. Funds for Whittier have been included in the proposed FY11 budget.

Implementation and Assessment Plan

11. The Appendix A will become effective upon the Board's approval of this item. When the charter school goes through the contract-review process outlined in Administrative Policy 9.12, the review will be based on this modified petition, contingent upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the revised Appendix A, Charter School Petition, for Whittier Elementary School, as attached to the minutes of your Committee's meeting.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 11) Action on the Renewal of the Non-Instrumentality Charter School Contract with Wisconsin Career Academy

Background

1. On January 25, 2000, the Milwaukee Board of School Directors granted the petition to establish Wisconsin Career Academy (WCA) as an MPS charter school. On June 27, 2000, the Board voted to approve a five-year contract establishing WCA as an non-instrumentality charter school, beginning with the 2001-2002 school year and ending on the last regularly scheduled day of the 2004-2005 school year.

2. On June 23, 2005, the Milwaukee Board of School Directors approved a five-year renewal of the non-instrumentality charter school contract.

3. WCA is located at 4801 South 2nd Street. The current contract specifies services for 350 FTEs (full-time-equivalent students) in grades 6 through 12. The September 2009 State Enrollment count was 294 students, including 56 students (19%) with special education needs.

4. In December 2009, the charter school contract review process was initiated. On February 5, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by Charter School Services and information and data requested of various Central Services staff relative to contract compliance.

5. On February 5, 2010, the Charter School Contract Review Team recommended a one-year renewal of the non-instrumentality charter contract with WCA for the 2010-2011 school year and that the school attend to the areas in which it was found to be non-compliant and partially compliant. The team also recommended that the school earn a clean financial audit and be able to show evidence of individualized educational plans for each student, as described in its proposal, on June 10, 2010, and October 10, 2010, in order for renewal in FY11. The Superintendent agreed with the recommendation.

6. On March 25, 2010, the Milwaukee Board of School Directors granted a two-year non-instrumentality charter contract renewal with WCA for the 2010-2011 and 2011-2012 school years and directed that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Board also directed the school to earn a clean financial audit and to be able to show evidence of an individualized educational plan for each student, as described in the proposal, on June 10, 2010, and October 10, 2010, in order for renewal.

Analysis

7. On April 27, 2010, representatives from WCA, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for WCA, using the Board-approved model. All modifications addressed in this board item have been mutually agreed upon by all parties previously listed.

8. Contingent upon the Milwaukee Board of School Directors' approval, WCA accepts the Board-approved model non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Yasar Bora shall be the person in charge of the charter school.

b. WCA will be located at 4801 South 2nd Street, Milwaukee, WI, 53207.

c. The term of the contract is two years, to start with the 2010-2011 school year and to end with the 2011-2012 school year.

d. WCA will provide services for up to a maximum of 350 full-time-equivalent students (FTEs) in grades 6 through12.

e. Local assessment-performance measures were added to the contract to monitor student growth.

f. Language was added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.

g. Appendix A was revised to reflect current practice.

Strategic Plan Compatibility Statement

9. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The FY11 proposed budget includes funding for Wisconsin Career Academy.

Implementation and Assessment Plan

12. Funds have been reserved as part of the FY11 budget-development process to cover the student FTEs for the 2010-2011 school year. The renewed non-instrumentality charter contract will be effective starting with the 2010-2011 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with WCA, as attached to the minutes of your Committee's meeting, based upon the Board-approved model non-instrumentality charter school contract, with the following modification in terms:

1. Yasar Bora shall be the person in charge of the charter school.

2. WCA will be located at 4801 South 2nd Street, Milwaukee, WI, 53207.

3. The term of the contract is two years, to start with the 2010-2011 school year and to end with the 2011-2012 school year.

4. WCA will provide services for up to a maximum of 350 full-time-equivalent students (FTEs) in grades 6 through 12.

5. Local assessment-performance measures were added to the contract to monitor student growth.

6. Language was added to clarify that the charter school shall demonstrate a good-faith effort to ensure that all of its pupils comply with Wisconsin immunization requirements.

7. Appendix A was revised to reflect current practice.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 12) Action on a Request To Merge the Marshall Program for Students with Disabilities with the Samuel Morse ● John Marshall School for the Gifted and Talented for the 2010-2011 School Year

Background

1. In March 2008, the Milwaukee Board of School Directors approved the reconfiguration of the current Samuel Morse Middle School for the Gifted and Talented to a 6-12 school to begin in the 2009-2010 school year.

2. In December 2008, the Board approved the implementation plan for the expanded Morse gifted-and-talented program for grades 6 through 12 and approved the Marshall High School Campus at 4141 North 64th Street as the location for the reconfigured school.

3. In May 2009, The Board approved the name change of the facility at 4141 North 64th Street from Marshall Campus to Samuel Morse ● John Marshall School for the Gifted & Talented, with the relocation to be complete for the opening of the 2010-2011 school year.

4. The first ninth-grade class enrolled in the new Samuel Morse ● John Marshall School for the Gifted & Talented in Fall 2009. Planning for full implementation of the high-school grades and for the relocation of the school has continued during the 2009-2010 school year.

5. In April 2010, the Board approved a request to increase the graduation requirements of the Samuel Morse ● John Marshall School for the Gifted & Talented.

Administration's Analysis

6. This item seeks the Board's approval to make the Marshall program for students with disabilities a permanent part of the new Samuel Morse ● John Marshall School for the Gifted & Talented, site #052. This program. which was part of the former Marshall High School, services students with significant needs with specialized staff and facilities.

7. As the Marshall Campus converted from a single school to a campus of small high schools, the special-needs program remained in the Marshall building. The program remained part of Marshall High School through its final year. The special-needs program later received administrative and oversight support through other school leaders in the small high schools on the Marshall Campus.

8. This item seeks to establish a permanent relationship between the Marshall program for students with disabilities and the Samuel Morse ● John Marshall School for the Gifted & Talented. This merger will allow students with disabilities access to all appropriate courses, activities, and supports in the new school and will make them fully part of the new school community.

Strategic Plan Compatibility Statement

9. This item supports the Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth graders will graduate in 4 years.

Statute, Administrative Policy or Board Rules Statement

10. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

11. This item does not authorize expenditures. Funds to support implementation of this item are included in the FY11 budget.

Committee's Recommendation

Your Committee recommends that the Board approve the merger of the Marshall program for students with disabilities with the Samuel Morse ● John Marshall School for the Gifted & Talented, site #052, beginning with the 2010-2011 school year.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 13) Report and Possible Action on School Entrance Requirements

Administration's Report

1. In November 2009, the Administration presented a report to the Committee on Innovation/School Reform on the topic of entrance requirements. The report included an overview of entrance requirements in Milwaukee Public Schools. The report also provided information about entrance requirements in other large districts throughout the United States of America.

2. The information shared included the following:

a. Other school districts within the United States have specialty high schools with entrance requirements, and some elementary language-immersion schools have entrance requirements. Many of the districts reviewed post their entrance requirements and applications on their districts' websites, maintaining a level of transparency. In addition, some districts also maintain some central level of control over admissions to the specialty schools.

b. Depending on the district's approach to specialty schools, entrance requirements may vary: Some districts view entrance to specialty schools as strictly a competitive process. Other districts take into account the diversity of the student population, based on race-neutral factors such as socio-economic status, language, academic achievement, home language, mother's educational background, previous school, etc.

c. A school district's population needs appear to impact on the number of schools that have entrance requirements. Districts with high numbers of non-English speaking households have a larger number of schools that provide instructional services to address issues confronting learners of the English language. Entrance to schools that provide specific language services are based on primary language and English-language proficiency levels.

d. San Francisco Unified School District has two specialty high schools that have entrance requirements: One school is an academic specialty school, and the other is an art specialty high school. Both schools' entrance requirements are listed on the San Francisco Unified School District's website.

(1) The academic specialty school uses a weighted combination of grade point and standardized test scores to rank students. The academic specialty school also holds a percentage of available seats for a school-based committee which uses a weighted point system that includes grade point and committee assessment and for public and private schools that were under-represented in the group of students admitted in the previous year.

(2) The art specialty school process includes one recommendation from a teacher. Students submit portfolios and participate in auditions and interviews by school staff and other practicing artists from the community.

e. Boston Public Schools has three traditional schools, called exam schools, that admit students on a competitive basis.

(1) Students are admitted to exam schools based on their grade-point average and the results of an entrance test, the Independent Schools Entrance Exam. Each of these accounts for 50% of a student's score.

(2) Boston also has a pilot art school which uses an application and audition process for entrance into the school. The admissions panel consists of the school staff, local art college staff, and community artists.

f. Seattle Public Schools does not have any traditional high schools with entrance requirements or application processes. Students may request any school in the district. If there are more students than seats available, assignment is based on factors such as siblings and location.

g. Chicago Public Schools has what it terms Options for Knowledge schools. Enrollment in schools outside of the student's neighborhood area (e.g., selective enrollment, magnet, gifted and enriched programs) requires an additional application and entrance exam, which varies by school or program.

h. In the Baltimore City Public Schools, students may register for their zoned schools or apply for admission to any high school in the district — school choice. Several interest-based high schools (e.g., IB, performing arts, and technology) have their own enrollment requirements and admission exams. For charter, transformation, and innovation schools, students must apply separately to all schools which they are interested in attending. There are no entrance requirements — students are accepted through a lottery.

3. The Board directed the Administration to bring back suggestions regarding entrance requirements for MPS for the 2010-2011 school year. Based on the nation-wide findings and current practices in MPS, a committee under the direction of the Department of Parent and Student Services, composed of Central Services administrators and school personnel, worked to establish a conceptual framework to make the enrollment process clean, streamlined, consistent, and fair.

4. There are schools within Milwaukee Public Schools that have entrance requirements for certain grades or as a requirement for the type of student they service. These schools fall into two categories: type of instructional program used or the type of student serviced.

5. The proposed conceptual framework identifies five different types of schools and entrance procedures:

a. language

b. Montessori

c. gifted

d. lottery

e. performance-based

6. Due to the nature of their instructional programs, the following types of elementary schools and secondary schools will continue to have admission requirements for grades above first grade:

a. Language-immersion schools require appropriate language experience in any grade above first grade. These schools are Milwaukee French Immersion, Milwaukee German Immersion, Milwaukee Spanish Immersion, Fratney, Hayes, and Victory (Italian Immersion program).

b. Milwaukee School of Languages enrolls students from the language-immersion elementary schools at sixth grade. There are seats available by lottery during early admission through the early admissions program for students without prior language experience.

c. Elementary Montessori schools require previous Montessori experience in any grade above four-year-old kindergarten. These schools are Craig Montessori, Fernwood Montessori, Garden Holmes Montessori, Kosciuszko Montessori, Maryland Avenue Montessori, and MacDowell Montessori.

d. Both groups of elementary/K-8 schools use the three-choice process for the entry-level grades. Students are selected through a lottery process. Milwaukee School of Languages participates through the early admissions process.

7. State statutes require school districts to identify and service gifted students.

a. Administrative Rule PI 8.01(2)(t)2 for Gifted and Talented Education reads:

> Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. **V** of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.'

b. The Board of Directors has an adopted Administrative Policy 7.14 and Administrative Procedures 7.14, regarding gifted students.

8. Due to cost factors, the decision was made to have a few schools serving students identified as gifted instead of having itinerant teachers traveling between schools. These schools would continue to service the gifted, using one district-developed application process for all of the schools, with modifications for the middle-school-aged students. The four schools that service students identified as gifted are Allen-Field Elementary, Golda Meir Elementary, Morse Middle School, and Victory Elementary School.

9. Schools that do use a foreign language as part of the instructional program or service students identified as gifted, Montessori, or performance-based are considered to be lottery schools. Students select the schools as part of the three-choice process. All of the names of students who selected a particular school are put into a lottery for that school.

a. There are no entrance requirements.

b. There are no applications.

c. Board-established preference (weight) is given for a number of factors, such as students who have siblings already attending the school, attendance area, walk-zones, attendance, etc.

10. Each school that uses performance-based admissions have Board-approved entrance requirements based on the focus of study at the school. The following criteria are suggested for performance-based-admission schools:

a. The demand for the school exceeds the number of seats available.

b. The school accepts additional academic or art requirements based on the focus of the school.

c. The school may participate in early admissions.

d. There is one universal test and portfolio used by schools using academic attainment as an entrance requirement.

e. There is an audition process for school with an art focus.

f. All requirements for the entrance requirements are posted on the MPS Portal.

11. The committee recognized the following four high schools that would qualify as performance-based-admission schools in MPS:

a. Milwaukee High School of the Arts

b. Rufus King 6-12

c. Riverside University High School

d. Reagan High School, which the committee recognizes for its efforts to secure Board-approved entrance requirements.

Three of the four already have Board-approved entrance requirements for all of their regular education students. The fourth school is planning to secure Board-approved entrance requirements.

12. The committee also suggests the following for the conceptual framework:

a. No applications are allowed for any school that does not have board-approved entrance requirements. Without board-approved entrance requirements, a school may not requested additional information on a student until after the student has been accepted and enrolled in that school.

b. Early admissions is only for secondary schools at which demand for seats exceeds availability and there are board-approved entrance requirements at entry-level grades.

c. Only schools that are performance-based-admission schools, schools servicing the gifted, and the secondary language school would be allowed to participate in the early admissions program at this time.

13. Charter schools, which are prohibited by law from having entrance requirements, must accept any student on a first-come basis, if space is available.

14. The Administration seeks the Board's feedback on the suggested conceptual framework for entrance requirements and early admissions. If the Board approves the conceptual framework, the committee under the direction of the Department of Parent and Student Services, will secure the City Attorney's approval on the specific details of the actual test, portfolio, and audition process developed by the school personnel in September 2010 for Board approval.

* * * * *

COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following reports for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following reports:

REPORT #1

(Item 1) Action in the Matter of an Appeal of Disciplinary Action Under Part IV, Section N(1)(E)(1), of the Contract Between the Board of School Directors and the Milwaukee Teachers' Education Association — Teachers

Background

Your Committee on Accountability/Finance and Personnel reports have given hearing on Tuesday, June 15, 2010, under Part IV, Section N(1)(e)(1), of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association — Teachers, in the matter of an appeal of disciplinary action of suspension without pay for a period of 60 days — which was to be reduced to 30 days, if the teacher issued letters of apology to the student involved and to the student's parents and attended a COMP course — and placement of a letter regarding this matter in the teacher's personnel file.

Committee's Recommendation

Your Committee reports having determined that there existed just cause for the imposition of the discipline recommended by the Superintendent, except as modified below, specifically.

1. The teacher shall be suspended without pay for a period of 60 days.
2. A letter regarding this matter shall be placed in the teacher's permanent central office file.
3. The 60-day suspension period shall be reduced to 30 days, if the teacher issues letters of apology to the student and the student's parents and attends a COMP course and four days of anti-racist and diversity training, as determined by the Administration.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

REPORT #2

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Construction Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Monthly Report on Contracts under $25,000; and Acceptance of Donations

Award of Construction Contracts

Below is a contract award recommendation for June 2010. Adequate funding is available in the accounts as noted below.

ROOF REPLACEMENT

Custer High School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$675,000.00

Prime Contractor Info

HUB
- Certified.....Yes
- Total # of Employees.....50
- Total # of Minorities.....10
- Total # of Women.....2
- Required.....35%
- Submitted.....100%
- $ Value.....$675,000.00

COIN
- Required %.....30%

Student Engagement
- Paid Employment (Required Hours).....400
- Educational Experience (Required Hours).....10

Funds are budgeted for the Custer High School's roof-replacement project from FY11 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2CT ECNCROF0, (Project #1779, W.O. #042491). Project is to begin on July 1, 2010, and is scheduled for completion on October 29, 2010.

Milwaukee School of Languages

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$234,000.00

Prime Contractor Info

HUB
- Certified ..... Yes
- Total # of Employees 50
- Total # of Minorities 10
- Total # of Women 2
- Required 25%
- Submitted 100%
- $ Value $234,000.00

COIN
- Required % 30%

Student Engagement
- Paid Employment (Required Hours) 400
- Educational Experience (Required Hours) 10

Funds are budgeted for the Milwaukee School of Languages' roof-replacement project from FY11 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2 ECNCROF0, (Project #1525, W.O. #034467). Project is to begin on July 1, 2010, and is scheduled for completion on August 30, 2010.

Northwest Secondary School

Prime Contractor
SRS Roofing & Sheet Metal, Inc.
818 Bakke Avenue
Waterford, WI 53185

Low Bidder, Base Bid of $782,550.00

Prime Contractor Info

HUB
- Certified ..... No
- Total # of Employees 45
- Total # of Minorities 4
- Total # of Women 1
- Required 35%
- Submitted 35%
- $ Value $273,892.00

COIN
- Required % 30%

Student Engagement
- Paid Employment (Required Hours) 400
- Educational Experience (Required Hours) 10

Funds are budgeted for the Northwest Secondary School's roof-replacement project from FY11 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2MU ECNCROF0, (Project #1524, W.O. #034464). Project is to begin on July 1, 2010, and is scheduled for completion on October 29, 2010.

Dr. Martin Luther King, Jr., School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$450,000.00

Prime Contractor Info

HUB
- Certified.....Yes
- Total # of Employees.....50
- Total # of Minorities.....10
- Total # of Women.....2
- Required.....35%
- Submitted.....100%
- $ Value.....$450,000.00

COIN
- Required %.....30%

Student Engagement
- Paid Employment (Required Hours).....400
- Educational Experience (Required Hours).....10

Funds are budgeted for the Dr. Martin Luther King, Jr., School's roof-replacement project from FY11 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2KN ECNCROF0, (Project #1328, W.O. #011955). Project is to begin on July 1, 2010, and is scheduled for completion on October 19, 2010.

Gaenslen School

Prime Contractor
Walsdorf Roofing Company, Inc.
P. O. Box 66
Kiel, WI 53042-0066

Lowest Responsive Bidder, Base Bid of.....$168,800.00

Prime Contractor Info

HUB
- Certified.....No
- Total # of Employees.....60
- Total # of Minorities.....6
- Total # of Women.....3
- Required.....20%
- Submitted.....20%
- $ Value.....$33,800.00

COIN
- Required %.....30%

Student Engagement
- Paid Employment (Required Hours).....400
- Educational Experience (Required Hours).....10

Funds are budgeted for the Gaenslen School's roof replacement project from FY11 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2GS ECNCROF0, (Project #1772, W.O. #047310). Project is to begin on July 1, 2010, and is scheduled for completion on August 16, 2010.

PARKING LOT RECONSTRUCTION

Milwaukee German Immersion School

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$83,818.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 129
Total # of Minorities..... 44
Total # of Women..... 10
Required.....25%
Submitted.....29.2%
$ Value..... $24,500.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours)..... 10

Funds are budgeted for the Milwaukee German Immersion School's parking lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSGI ECNCGND0, (Project #1574, W.O. #043646). Project is to begin on June 25, 2010, and is scheduled for completion on August 20, 2010.

McNair Academy

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$97,360.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 129
Total # of Minorities..... 44
Total # of Women..... 10
Required.....25%
Submitted.....27.8%
$ Value..... $27,111.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours)..... 10

Funds are budgeted for the McNair Academy's parking lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSMN ECNCGND0, (Project #1579, W.O. #043655). Project is to begin on June 25, 2010, and is scheduled for completion on August 20, 2010.

Kluge School

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of $102,097.00, plus $4,111.00 for Mandatory Alternate Bid #1, to provide for new concrete sidewalk, and $7,311.00 for Mandatory Alternate Bid #2, to provide for the replacement of the existing east concrete drive/apron and concrete sidewalk, for a total cost of $113,519.00

Prime Contractor Info

HUB
- Certified ..... No
- Total # of Employees 129
- Total # of Minorities 44
- Total # of Women 10
- Required 25%
- Submitted 31.2%
- $ Value $31,804.00

COIN
- Required % 30%

Student Engagement
- Paid Employment (Required Hours) 300
- Educational Experience (Required Hours) 10

Funds are budgeted for the Kluge School's parking lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSKL ECNCGND0, (Project #1578, W.O. #043651). Project is to begin on June 25, 2010, and is scheduled for completion on August 20, 2010.

Honey Creek/Wedgewood Park Schools

Prime Contractor
J. H. Hassinger, Inc.
N60 W16289 Kohler Lane
Menomonee Falls, WI 53051

Low Bidder, Base Bid of $232,000.00

Prime Contractor Info

HUB
- Certified ..... No
- Total # of Employees 60
- Total # of Minorities 4
- Total # of Women 2
- Required 25%
- Submitted 37.7%
- $ Value $87,590.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Honey Creek/Wedgewood Park Schools' parking lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSBE ECNCGND0, (Project #1568, W.O. #043637). Project is to begin on June 25, 2010, and is scheduled for completion on August 20, 2010.

Total construction contract dollars awarded $2,837,047.00
Total dollars HUB participation $1,837,697.00
% of HUB participation 65.04%
% Minority employees within company 16.72%
% Women employees within company 3.90%

Authorization to Make Purchases

Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5584 Adaptive Information Systems, Inc.: HumanWare products

The Administration requests authorization to enter into a contract with Adaptive Information Systems, Inc., the low complying bidder, to provide HumanWare products to all MPS schools and departments. These products are generally for people who are sight-impaired or for individuals with learning disabilities.

This will be a blanket contract for three years, with an estimated dollar value of $200,000.

Budget Code ..... Varies by MPS location
Budget Amount $200,000
HUB % set 0
HUB % proposed 0
Total HUB $ 0

B-5568 Filtration Services, LLC: HVAC Filters for MPS Schools

The Administration requests authorization to award Bid 5568 for $105,000 to Filtration Services, LLC, to provide heat, ventilation, and air-conditioning (HVAC) filters to MPS schools.

Filtration Services was the lowest complying bidder responding to Bid 5568. Filtration Services has also been the District's provider of HVAC filters for the last three years.

The award is for one year beginning July 1, 2010, with the option to extend for two additional one-year periods. The cost not to exceed is projected to be $105,000 in the first year, with the cost over the maximum three-year period not to exceed $335,000. The budget codes to be charged will be those of the schools purchasing the filters.

Budget Code ..... Varies by school
Budget Amount $105,000
HUB % set 0
HUB % proposed 0
Total HUB $ 0

B-5573 Athletic Cleaning Repair Corporation: Athletic Cleaning, Re-Conditioning, and Repair Services

The Administration requests authorization to award Bid 5573 to Athletic Cleaning Repair Corporation to provide athletic cleaning, re-conditioning, and repair services to all MPS schools and departments. Athletic Cleaning Repair Corporation was the low complying bidder responding to Bid 5573.

This will be a blanket contract for one year, with the option to extend for two additional one-year periods. The annual dollar value is not to exceed $95,221, with the maximum three-year value not to exceed $285,664.

Budget Code ..... ATH00IATDW-EUNC (Interscholastic Athletics — Uniform Cleaning)
Budget Amount $95,221
HUB % set 0
HUB % proposed 0
Total HUB $ 0

B-5581 Progressive Medical International: Auto-Injector Syringes

The Administration requests authorization to award Bid 5581 to Progressive Medical International to provide EpiPen Auto Injectors to all MPS schools and departments. Progressive Medical was the low complying bidder responding to Bid 5581.

An EpiPen is a spring-loaded system to deliver adrenaline to a person having a severe allergic reaction. The user removes the EpiPen end-cap and pushes the EpiPen into the outer thigh. Only school nurses will administer EpiPens.

This will be a one-year bid award, with the option to extend for two additional one-year periods. The cost of a single EpiPen is $74.00, and the District expects to purchase 300 EpiPens annually. The annual cost is not to exceed $22,200, with the maximum three-year cost not to exceed $66,600.

Budget Code ..... NRR0SHT1DEESUP (Title I Health Services — Supplies)
Budget Amount $22,200
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

B-5589 Quad/Graphics: Printing of the School Nutrition Calendar Menu

The Administration requests authorization to award Bid 5589 to Quad/Graphics to print the MPS School Nutrition calendar menu for the 2010-11 school year.

Quad/Graphics was the lowest complying bidder responding to Bid 5589. The cost not to exceed is $29,280.

Budget Code ..... SNO00NUTNU-ESUP (School Nutrition — Supplies)
Budget Amount $29,280

HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

B-5591 Journal Print Group: Printing of the 2010 Fall *Recreation Guide*

The Administration requests authorization to award Bid 5591 to the Journal Print Group to print the 2010 Fall *Recreation Guide.* The *Recreation Guide* is a publication of the Department of Recreation and Community Service which lists activities offered to the public.

The Journal Print Group was the lowest complying bidder responding to Bid 5591. The cost not to exceed is $29,338.

Budget Code..... CSV00PRCRC-EADV (Recreation — Advertising)
Budget Amount $29,338
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

B 5579 Multiple Vendors: Books and Educational Materials

The Administration requests authorization to enter into a contract with multiple vendors to provide books and associated educational materials to all MPS schools and departments from catalogs, as needed. This includes neither textbooks nor library books.

These will be blanket contracts for three years, with an estimated dollar value of $24,700 or $6,000 each, as indicated below.

Vendor Name	Product Description	Discount Percentage from Catalog (Shipping Included)	Terms	Three-Year Total Estimated Value
Attainment Company Inc.	Special education books and consumable educational materials	0-30%	Net/30	$24,700
Avanti Enterprises, Inc. (H)	Books	5-41.5%	0.25%/20	$24,700
Baker & Taylor, Inc.	Books and various	0-42.0%	0%/30	$24,700
Barnes & Noble Booksellers (Mayfair)	Hardcover titles, trade paperback and mass market titles, and audio books	20 or 25%	Net	$24,700
The Booksource, Inc.	Paperback & hardcover books	25%	Net	$24,700
Boswell Book Company	Books and various	Averages 20%, but no less than 0%	Net	$24,700
Follett Educational Services, Inc	Classroom literature, audiovisual materials, test prep, reference books, professional development resources	0-5% (already discounted 45% below publisher)	0%/30	$24,700
Follett Library Resources, Inc.	Books — print and electronic, audiovisual, early childhood materials	0-45%	Net	$24,700
Gareth Stevens Classroom	Soft cover/paperback books	9% net customized to include shipping	Net	$24,700

Vendor Name	Product Description	Discount Percentage from Catalog (Shipping Included)	Terms	Three-Year Total Estimated Value
Junior Library Guild	Books	Average discount 30% (10-50%) or 50% (10-75%)	Net	$24,700
Kaplan Early Learning Company	Early childhood materials and SBLTools for K-5	17%	Net	$24,700
Lakeshore Learning Materials	Infants to early elementary materials	5%	0%/30	$24,700
The McGraw Hill Companies	Books and educational materials	25% customized to include shipping	Net	$24,700
Mentoring Minds, L.P.	Educational materials	0%	Net	$24,700
Mountain Watch Press	Soft cover motivational books	25%	Net	$6,000
Okapi Educational Materials	Books, overheads, and CD-ROMS	0%	Net	$24,700
Rosen Classroom	Soft cover/paperback books, teacher materials, enhanced eBooks	9% net customized to include shipping	Net	$24,700
Successful Innovations, Inc(H)	Parental involvement	0-5%	5%/21	$24,700
Superior Text	Paperback student books, teacher materials, novels	2-33%	1%/20	$24,700
Textbook Warehouse	Mass market, paperback, hardcover books	38%	Net	$24,700
Weekly Reader	Classroom magazines	0%	Net	$24,700

Budget Code.....Varies by school
Budget Amount 0%
HUB % proposed..... 0%
Total HUB $.....$0

RFPs 432/433 Dell Inc.: Extension of Contract for Desktops and Laptops, Pending Re-bid.

The Administration requests authorization to extend the current contract with Dell for a maximum of 9 months to provide desktops and laptops. MPS standardized on the Dell computer through RFPs 432 and 433. In May 2007, the Board authorized a 3-year extension on that contract. The Administration is currently in the process of drafting a bid for desktops and laptops that would allow other brands to be bid, but that will factor in costs that may be associated with changing the standardized brand.

The maximum value of this contract will not exceed $2,000,000

Budget Code.....varies by school or department
Budget Amount $2,000,000
HUB % set*..... 10%
HUB % proposed*.....$200,000

*DDCE will conduct an audit of current performance and will also receive information for continued annual HUB participation commitment for MPS contracts.

Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of April 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 962,049,202	$ 26,358,532	$ 988,407,734	$ 8,427,702	$ 687,387,459	$ 301,020,275	70%
Categorically Aided	269,186,528	15,380,346	284,566,874	28,307,114	156,192,623	128,374,251	55%
School Nutrition	37,660,110	24,514	37,684,624	4,367,336	24,419,255	13,265,369	65%
Construction	59,954,297	25,790,445	85,744,742	-396,270	21,708,113	64,036,629	25%
Extension	13,155,240	2,374,607	15,529,847	92,267	11,620,970	3,908,877	75%
Total All Funds	$ 1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 40,798,149	$ 901,328,420	$ 510,605,401	64%

Below is a summary of expenditures as of April 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 962,049,202	$ 26,358,532	$ 988,407,734	$ 91,008,289	$ 785,691,606	$ 202,716,128	79%
Categorically Aided	269,186,528	15,380,346	284,566,874	29,415,863	221,210,012	63,356,862	78%
School Nutrition	37,660,110	24,514	37,684,624	4,032,409	29,276,875	8,407,749	78%
Construction	59,954,297	25,790,445	85,744,742	1,242,285	85,748,262	-3,520	100%
Extension	13,155,240	2,374,607	15,529,847	853,698	10,810,493	4,719,354	70%
Total All Funds	$ 1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 126,552,544	$ 1,132,737,248	$ 279,196,573	80%

[1]Represents Board-approved transfers during fiscal year 2010 and appropriations for purchases encumbered in fiscal year 2009.

Respectfully submitted,

Ronald J. Vavrik
Director of Finance

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2009, through April 30, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through April totaled $785,691,606, or 79% of the revised budget.

Contingent Fund

The balance at April 30, 2010, was $250,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 24,980,335
Approved Transfers:	
Board Amendments (October)	(24,480,335)
One Hundred Behavioral Reassignment Seats (April)	(250,000)
Balance — April 30, 2010	$ 250,000

The $24,980,335 is an unusually high amount for the District's Contingent Fund. In June 2009, the Board took several actions to reduce budget expenditures and place these funds in the Contingent Fund to cover potential revenue shortfalls. At the October 20, 2009, special meeting of the Board, these funds were redistributed to cover FY10 revenue shortfalls and expenditure increases. After the October Board actions were posted to School Operations, the contingency balance was reduced to $500,000.

Construction Fund

Expenditures, encumbrances, and commitments through April totaled $85,748,262, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through April totaled $10,810,493, or 70% of the revised budget.

Revenues and Expenditures
Current Year Versus Three-Year Average
As of April 30, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	70%	68%	79%	75%
Categorically Aided	55%	60%	78%	73%
School Nutrition	65%	70%	78%	82%
Construction	25%	39%	100%	99%
Extension	75%	80%	70%	67%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided under separate cover is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Fairview	Ann Meyer	$1,095.76	Miscellaneous items — incentives to increase reading levels
Forest Home	Milwaukee Area Workforce Investment Board	$3,300.00	Supplies for classroom
Forest Home	Milwaukee Christian Center, Inc.	$500.00	Supplies for the afterschool program

School	Donor	Amount	Gift or Purpose
Gaenslen	Milton J. & Janis M. Bretzel	$500.00	Donation
Hamilton	Valor Development, LLC.	$2,000.00	Scoreboard
Hamilton	Independent Care Health Plan	$2,000.00	Scoreboard
Hawthorne	Tri City National Bank	$200.00	Field trips
Hawthorne	Donna Halaska	$125.00	field trips
Hayes	Milwaukee Area Workforce Investment Board	$600.00	School needs
Marshall	Hergert Foundation	$5,000.00	Camp Side By Side Program
Milwaukee French Immersion	Alden & Betty Schlagel	$100.00	Donation
MPS - Recreation	Kathryn Dindia	$1,200.00	2002 seven-ft. Kasson Spruce Pool Table & six pool sticks for North Community Center Game Room
MPS - Recreation	Brewers Community Foundation, Inc.	$5,000.00	Carnival Day for MPS Recreation Enrichment Camps
MPS — Technology	Arlene Sershon	$50.00	1 Gateway Computer
Milwaukee Sign Language	General Mills	$1,026.00	Box Tops for Education
Milwaukee Sign Language	Stanford University	$200.00	Full participation in the Stanford University survey
Milwaukee Sign Language	Susan Bannier	$126.00	Laminating film/rolls fund
Milwaukee Spanish Immersion	Nucor Cold Finish	$500.00	Outdoor classroom
Milwaukee Spanish Immersion	Natural Resources Foundation	$1,000.00	To install cement pad for outdoor classroom
Milwaukee Spanish Immersion	Lowe's Hardware	$2,240.00	Picnic tables for outdoor classroom
Mitchell	Timothy Miller	$100.00	Classroom use — HP LaserJet 400n
Pulaski	Sonic Twilight Burgers, LLC.	$1,937.06	Donation to offset Prom costs
Riley	Lisa Vasquez	$80.00	Room 28 field trips
Riverside	Margaret F. & Michael H. Scott	$10,000.00	HBCU Tour
Silver Spring	COA Youth & Family Centers (HIP Program)	$600.00	All-school field trip
Silver Spring	William Dosemagen	$100.00	Supplies, field trip money for homeless students
Story	Paul Hugdahl	$75.00	Student/classroom supplies
WHS of Expeditionary Learning	AHEC — The Milwaukee Area Health Education Center	$2,000.00	Type 2 Diabetes prevention
WHS of Information Technology	Northwestern Mutual	$500.00	iFair
WHS of Information Technology	Society for Information Management	$1,500.00	iFair

School	Donor	Amount	Gift or Purpose
WCLL	Maynard Steel Casting Co.	$250.00	Senior Scholarship Fund/Penny Drive

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Appointments	
5 Nathan Swain Special Services	Technology Support Analyst I $40,236.00/yr.	06-07-10
	Changes in Status	
Maria Belanger-Seay[1] Madison Academic Campus	School Secretary I $29,038.17/yr.	04-12-10
Carla Knox[2] Parent & Student Services/Title I	School Secretary I $34,965.38/yr.	07-01-10

[1]From a 12-month to a 10-month position
[2]From a 10-month to a 12-month position

Approval of Certificated Appointments — School Social Workers

2. The Superintendent recommends that the Board approve the following appointment of certificated staff, effective as indicated:

Eth Code	Name	Division	Salary	Yrs. Exp. Credit	Start Date
4,r	Erin Bode Social Worker	2A	$48,636.00	0	05/24/10

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Extension, January 2011:		
Gross, Julie	Leave	August 2010
Rosenfelt, Amanda	Leave	August 2010
Childrearing Leave Extension, June 2011:		
Tracy, Melinda	Leave	August 2010

Illness Leave, June 2010:

Briggs, Brenda	Hamilton	May 3, 2010
Johlke Gordon	Lancaster	May 17, 2010
Taylor, Herman	Itinerant	June 4, 2010
Turner, Cynthia	Itinerant	March 30, 2010

Personal Leave Extension, June 2011:

Lance, Erin	Leave	August 2010
Stutzki, Heidi	Leave	August 2010

Personal Leave, June 2011:

Donahue, Erin	Hamilton	August 2010
Latorraca, Ellen	South Division	August 2010
Sumner, Joclyn	Rogers	August 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Date
Kristal Allen	Teacher	06/16/10
William G. Andrekopoulos	Supt.	07/01/10
Lindsey Atwood	Teacher	01/21/10
Cecelia Bart	Teacher	06/16/10
Jodi Behmke	Teacher	05/20/10
Barbara Brown	Teacher	07/01/10
Lauren Cisneros	Teacher	06/15/10
Michael Danko	Teacher	06/16/10
Carollynn Davis	Teacher	06/16/10
Janaan Everett	Teacher	07/01/10
Ann Fitzgerald	Teacher	06/15/10
Chelsey Green	Teacher	06/15/10
Matthew Grudzina	Teacher	06/21/10
Gayle Grutzmacher-Bartl	Teacher	06/16/10
Margaret Jenson	Teacher	06/16/10
Sherri Jones	Teacher	06/14/10
Kelly Knewson	Teacher	06/16/10
Nancy Langenohl	Teacher	07/01/10
Martin Lexmond	Director	07/01/10
Brian Loeser	Teacher	06/16/10
Sara Maki	Teacher	06/16/10
Margaret Mund	Teacher	06/16/10
Phil Owens	Teacher	06/16/10
Rebecca Pettit	Liaison	07/02/10
Hannah Poquette	Teacher	06/21/10
Christopher Race	Teacher	06/21/10
Christine Scharer	Teacher	06/17/10
Bonnie Ulrich	Teacher	07/07/10
Audrey White	Teacher	08/01/10

Classified Retirements

Name	Position	Effective Date
Morris Anderson	School Safety Assistant	05-15-10
Harold Bashir	School Engineer I	05-15-10
Bessie Ivey	Food Service Assistant	05-01-10
Margaret Petite	Food Service Assistant	05-12-10

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Barnes, Theresa A.
Benedetto, Saruccia M.
Borzym, Jessica K.
Briones, Patricia
Carter, Gwendolyn E.
Clayton, Joseph T.
Coker, Julianah
Conyers, Morgan A.
Cox, Carla L.
DeBus, Nicole L.
Diaz, German A.
Dorow, Laura C.
Ellison-Sanders, Michelle
Eppelsheimer, David V.
Esquin Smyczek, Ana
Fouad, Lubna M.
Fowler, Creasie N.
Garcia, Abraham
Goeb, Rose Mary
Hayward, Rebecca A.
Jansen, Tracy N.
Jaschob, Amy A.
Joubert, Carolyn J.
Kalt, Kathryn C.
Kelley, Eli A.
Krell, Megan M.
LaBadie, Adam
Lawrence, Ryan J.
Lijewski, Barbara A.
Lingo, Jeffrey A.
Maiden, Lyniece
McIntyre, Caitlin K.
Miller, Megan M.
Muhlenbeck, Nicole
Mura, Megan E.
O Byrne, Christopher L.
Onorato, Nicolo C.
Otero, Lara C.
Owcarz, Kimberly L.
Pelkowski, Sandra L.
Ramos, Jose
Reed, Brandite E.
Rivera, Mario J.
Salo Olson, Cristina E.
Seitz, Jeanette
Sivek, Erin E.
Smith, Susan L.
Smith, Charlene A.
Stewart, Roosevelt
Stys, Sue Ellen
Svanoe, Liv
Tweedy, Kristy L.
Velasques, Meghan R.
Vernon, Brey I.
Waechter, Lee
Waldron, Andrea M.
Washington, Ginger L.
Weber, Jill M.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semesters)

Adame, Marisol
Adedokun, Oludare A.
Alarcon, Irene D.
Aldape, Leticia
Alfaro, Nicole M.
An, Lin
Anderson, Allyson J.
Anderson, Julie A.
Andrekopoulos, Matthew
Andrews, Sarah L.
Annis, Richard C.
Antoniewicz, Samantha
Arnold, Katie J.
Arroyo, Marie
Baka, Anne R.
Baker, Thomas P.
Bankenbush, Cori A.
Barber, Amanda L.
Barrett, Kristine M.
Bart, Cecelia G.
Baughn, Georgianna C.
Beamon, Annette A.
Berkaoui, Abderrahim
Biles, Makisha T.
Bleier, Jeff T.
Bodmer, Natalie J.
Boettcher, Dominic V.
Boyle-Scott, Emery L.
Bradley, Emma N.
Bredehorst, Mareike
Breitbarth, Erica A.
Brinks, Audrey E.
Broderick, Connor J.
Brooks-Lipor, Lindsey M.
Buendia, Nicolas E.
Bultman, Jeanette
Cahill, Maryellyn
Carey, Christine M.
Cartwright, Joseph R.
Casati, Regina E.
Cavins Flores, Marina
Chavez, Zoila M.
Chiappa, Richard D.
Cipullo, Steven M.
Coleman, Lauren M.
Collins, Eamonn M.
Cooley, Kenneth M.
Corbett, Alecia A.
Cornelius, Jane H.
Cournia, Shane R.
Cvikel, Amanda M.
Daramola, Andrew A.
DeLeo, Emily L.
DeSmet, Jennifer L.
Dettmann, Paul E.
Diaz, Pamela J.
Dickerson, Leslie A.

Dirkman, Aaron T.
Dittl, Thomas H.
Dlapa, Nicholas J.
Dobberstein, Amanda
Doll, Shannon E.
Dool, Rachel
Dorau, Joseph J.
Doucette, Terri L.
Douthitt, Robert L.
Dowling, Maeve F.
Dunbar, Erin C.
Dunnum, Michelle L.
Dyer, Katherine M.
Ebbinger, Jody L.
Eide, Brad D.
Elliott, Cassie R.
Elson, Martha K.
Esquivel, Sandra R.
Fails, Brooke J.
Fakharzadeh, Stephanie
Fazio, Mary E.
Feiker, Jay G.
Felsman, Kara M.
Ferrer, Beatrice K.
Fessenbecker, Stephanie
Fischer, Joshua C.
Fischer, Alisha R.
Fitzgerald, Erin M.
Ford, Michael J.
Frahm, Katie M.
Franke, Emily
Frey, Melissa M.
Friedman, Laura B.
Funk, Jessica L.
Gabor, Alan J.
Gagnier, Matthew J.
Garl-Monfeli, Jana L.
Gary, Rodney E.
Gautier, Heather L.
Ghassoul, Cherifa
Gigot, Kalyn M.
Glaeser, Steven
Glass, Cecilia A.
Gloudemans, Adam S.
Godoy, Emmanuel
Green, Daniel M.
Griffey, Joshua D.
Grissom, Ellen K.
Gurda, Nikolai J.
Gutbrod, Shane P.
Hahn, Emily E.
Harper, Heather A.
Harter, Amy E.
Hartung, Samantha L.
Hartzheim, Jennifer A.
Harvey, Colene S.
Hauch, Jill M.
Haug, Amy L.
Heckelman, Jannele
Helbick, Michael R.
Henderson, Scott M.
Henze, Jennifer S.
Henzel, Nicole L.
Herbst, Calie J.
Hernandez, Brittani K.
Hetzel, Aimee M
Heyel, Rebecca
Hoffren, Cheryl L.
Holschbach, Jessica D.
Howard, Jennifer L.
Hubbard, Ansaya M.
Husting, Julie A.
Isabell, Karin D.
Jaeger, Justin R.
Jagiel, Lauren M.
Janiszewski, Kelly A.
Janusz, Emily M.
Jeffrey, Kristine L.
Jenkins, Maria J.
Jenouri, Kathleen M.
Jocham, Joshua A.
Johannes, Kerri A.
Johnson, Kathy S.
Johnson, Marolyn V.
Johnson, Ryan M.
Jones, Claire C.
Jones, Nolita C.
Keith, Alyson M.
Kelnhofer, Nina D.
Kemp, Gretchen E.
Kerkhoff, Molly
Kersting, Julie L.
Kim, Sun
Kimble, Jeremy J.
Kindred, Nicole M.
Klaybor, Leah A.
Kleczewski, Christine A.
Klein, Fabian
Knutson, Michael P.
Kobes, Meghan E.
Kobs,Megan A.
Kotlar, Jennifer D.
Kroeger, Michael S.
Krueger, Megan M.
Kuczmarski, Megan D.
Kuhn, Leslie A.
Kurt, Simon M.
Kuxhause, Alex J.
Lallave, Gloria
Lasko, Stephanie M.
Laurenzi, Cathy M.
Lehn, Mary M.
Lennon, Sean P.
Leshok, Veronica O.
Lieber, Nancy L.
Lucas Foley, Angela R.
Lustig, Linda
Lynk, Rodney B.
Mabry, Nicole L.
Marks, Jonathan T.
Matczak, Scott T.
Maynard, Elizabeth S.
McCullough, Tianna R.
McGinley, Erick J.
McMurtry, Teaira C.
Meddaugh, Emily R.
Mercado, Jessica M.
Merriweather, Valerie D.
Meyer, Jennifer N.
Meyer, Franz M.
Mikolajewski, Yenh
Miller, Kenan J.
Miller, Caroline A.
Miller, Christopher R.
Miller, Tiffany M.
Miller, Wendy
Misurelli, Rhiannon E.
Mlinar, Christopher A.
Moe-Lobeda, Jonathan L.
Moore, Alicia P.
Moore, Pamela K.
Moore, Micheal A.
Moreno, Jeffery A.
Mortonson, Michael T.
Mothershead, Christian
Munes, Holly M.
Munson, Kristen A.
Murphy, Glen J.
Nardi, Meghan M.
Neilsen, Sarah
Neiman, Cassandra J.
Nelson Christensen, Amy
Neuendorf, Tracy K.
Nguyen, Michael
Nolan-Nakatsuji, Susan
Novara, Beth A.
Novara, Jan M.
Nulty, Aran V.
Nye, Elizabeth A.
O'Connell, Jennifer R.
Pantea, Thomas, M.
Parent, Rachel G.
Peacock, John M.
Peters, Darwin G.
Pinion, Luke D.
Pipkorn, Derek J.
Prochnow, Chelsea E.
Prostek, Wendy J.

Radzin, Monica T.
Ramos, Maria
Reamon, Jillayna S.
Reddy, Stacy
Redemann, Amber C.
Reynolds, James E.
Rezash, Lisa L.
Rhoades, Joseph K.
Rice, Dana L.
Riegert, Rebecca M.
Rivera, Magalys
Rogge, Linda S.
Roloff, Sara M.
Romero, Matthew R.
Rutkowski, Kate M.
Saali, Stephanie R.
Sanders, Elizabeth A.
Santos, Jocelyn .A
Savage, Lara M.
Schalmo, Thomas C.
Schirpke, Julie M.
Schlinsog, Stefanie I.
Schmidt, Adam K.
Schneider, Kate M.
Schulz, Kerry A.
Seidel, Allison K.
Selleck, Meghan M.
Serna, Silvia A.
Serna, Linda A.
Severson, Joshua D.
Shick, Drew S.
Shine, David T.
Shockley, Scott A.
Shoemaker, Lindsay P.
Simmons, Andrew J.
Simunovic, Darko
Sklar, Nechama
Skupien, Rebecca A.
Sleider, Sarah A.
Sobol, Lydia A.
Soni, Shweta K.
Spoehr, Erin J.
St. Clair, Carolyn E.
St. Pierre, Dane C.
Stabelfeldt, Karen J.
Staten, Shenora
Steckel, Jeffrey W.
Stegemann, Elizabeth A.
Stelse, Chad A.
Strobl, Betsy A.
Svacina, Lauren L.
Sweeney, Kelly A.
Tan, Sim Yin
Thompson, Ryan R.
Tonies, Andrew A.
Verish, Cheryle L.
Vester, Sarah J.
Vickio, Angela M.
Vincent, Angela
Visor, Catherine M.
Vogt, Michelle C.
Wahlheim, Erin M.
Walenski, Maddie M.
Walker, Diane
Walsh, Susan M.
Ward, Joseph P.
Warning, Corrie
Watts, Ebony N.
Webb, Shannen L.
Weber, Terence D.
Weckwerth, Jacqualyn M.
Wehr, Randolph S.
Weidensee, Rochelle M.
Wendland, Fransheska
Werley, Anne M.
West, Jennifer K.
Wichgers, Joseph D.
Williams, Kelle A.
Williams, Kenneth T.
Williams, Micaela M.
Williams, Ralph V.
Williams, Darnise
Wilson, Penny L.
Wiltz, Karaline
Woo, Lia D.
Wood, Matthew J.
Wooden, Laura M.
Xie, Zongxian
Xiong, Dew
Yates, Bradley J.
Yusuf, Sonya M.
Zammit, Joseph A.
Zugel, Judith A.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Algiers, Karen
Amaya, Victor E.
Apollo, Amanda
Arentsen, Matthew
Augustine Meghan C.
Ayala, Matthew
Baas, Jeffery C.
Balistreri Geib, Lisa A.
Bedwell, Michelle M.
Berger, Tammyann M.
Brown, Jason E.
Calmese, Jarrid
Case, Richard A.
Collins Neeley, Melanie
Condon, Kevin M.
Cummings-Ford, Shawanda
Defnet, Michele L.
Diederich, Patricia R.
Doering, Matthew, J.
Droessler, Melissa M.
Ford, Raphael E.
Freitag, Darci
Goggins, Erika J.
Golon, Celia
Goodman, Trina K.
Greenmeier, Catherine J.
Hall, Rebecca M.
Heinen, Lindsay M.
Hernandez-Ayala, Angelica
Hill Campbell, Rolanda S.
Hobson, Latrice
Hodnett, Aleina A.
Jablonski, Kate M.
Johnson, Lori Y.
Johnston, Danielle M.
Jones, Morgan E.
Kaur, Inderjeet
Kooping, Justine M.
Lee, Christopher D.
Lor, Mai Yia
Lucas, Emily B.
Matthews, Heather L.
Mayo, Tiffanie E.
McNicholas, Meghan E,
Melger, Therese M.
Michalski, Mandy J.
Morgan, Janelle
Nabawanda, Margaret
Perez Ortiz, Maria M.
Pletzer, Ashley E.
Poehler, Jennifer M.
Popovich, Jennifer M.
Riley, Zitoria L.
Roulette, Chad M.
Ruel, Susan
Rusch, Natalie
Rutkowski, Shelley L.
Schenk, Amanda O.
Schmitz, Timothy A.
Shirley, Tierra S.
Steffens, Natalie A.
Teeter, Nicole
Tendick, Shane M.
Trejo, Jose D.
Vance-Curzan, Emily
Wall, Jane M.

Wegner, Jessica Wood, Christian D.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Albrecht, Roger D.
Allemang, Erica A.
Altmann, Jasmin
Alvarado, Lucien X.
Anaya, Stephanie D.
Anderson, Bridget
Anderson, Stephanie L.
Andrus, Holt A.
Anyanwu, Chukwuka O.
Aranda, Margarita
Arendt, Carol A.
Arentsen, Tanya L.
Armstrong, Andrea M.
Arndt, Natalie K
Arnhold, Susan
Bailey, Kathryn
Baker, Samantha A.
Barillas, Berta
Barillas, Leticia
Barrie, Terri L.
Barry, Christopher M.
Baumann, Corey B.
Bautista, Antonia
Behrend, Shaun R.
Beveridge, Elizabeth
Bianchi, Gina
Birenbaum, Christopher
Blick, Gregory J
Blunt, Kathryn
Botelho, Angela R.
Bradford, Robin .J
Breen, Amanda S.
Brice, Donnell D.
Bridges, Kristin D.
Broch, Elliot L.
Brodsko, Kristine E.
Brownmiller,Tamekia R.
Brueggeman, Anna M.
Brueggemann, Gary
Bufkin, Nancy
Burress, Starlett M.
Cabraal, Priyan A.
Calvin, Dannette L
Campion, Melissa P.
Carr, Meredith A.
Case, Lisa J.
Castaneda, Michael G
Caven, Rachel A.
Cerar, Sarah I.
Chambers, Lori A.
Chenault, Loribeth G.
Christiano, Megan M.
Cisneros, Lauren E.
Citchen, Darrell L.
Clancy, Ryan M.
Cody Jennifer
Coffey, Brian D.
Collins, Kelly M.
Colunga, Fabiola
Contreras, Maryna V.
Conway, Rachel K.
Cramer, Donald K.
Crandall, William H.
Crawford, Judith A.
Crivello, Karyn J.
Cruz, Angela C.
Cunningham, David L.
Cunningham, John C.
Cushing, Amber J.
Dallas, Dreanna C.
Darling, Nina A.
Davis, Angela M
DeFelice, Sean B.
Degroot, Allison P.
DeLutio, Andrew C.
Devine-Grimslid, Eileen
Dienberg, Zachary H.
Donley, Myia A.
Drummond, Julie L.
Duesler, Emily R.
Duncan, Raymond A.
Dunlap, Meghan
Durden, Curtis W.
Durham, Ebonie F.
Ebel, Laura L.
Emmer, Janine A.
Enright Jr. ,Thomas F.
Enters, Mark D.
Erdmann, Rachel
Estremera, Jose R.
Feldmann, Jamie L.
Fennelly, Stephen D.
Fenton, Patricia A.
Ferkovich, Daniel R.
Figlesthaler, Anna J.
Fischer, Nancy C
Fischer, Tryphena M.
Fishbach, Jeffrey
Fisher, Laura M.
Flowers, Kamaria L.
Folaron, Terisa A.
Fraley, Amanda S.
Franson, Sarah A.
Friedman, Nicole M.
Galindo, Itzel M.
Garcia-Mendez, Esperanza
Gautier, Heather L
Gerow, Joanna J.
Gibowski, Sarah M.
Glembin, Renee L
Goggins, Erika J
Goggins, Kelly J.
Goodreau, Stacy J.
Gray, Martha J.
Grosso, Michelle M.
Grzybek, Angela
Gustin, Shannon R.
Guzman, Naomi R.
Haase, Benjamin R.
Hackbart, Carrie
Haese, Carrie L.
Hagen, Amanda M.
Hanson, Trent J.
Harrison, Catherine E.
Harrison, Jennifer L.
Hartke, Danielle
Harvill, William P.
Hazelwood, Thance A.
Helms, Jessica L.
Henze, Autumn F.
Hernandez, Vicente.
Hernsheim, Melissa L
Herro, Dan
Hockers, Sara M.
Hoehnen, Paul J.
Howland,Elizabeth E.
Hrdina, Jodi B.
Hubbard, Darrell E.
Hutchins, Shamika S.
Ippoliti, Justin W.
Jaksic, Michelle R.
James, Jill M.
Janquart, Richard
Johnson, Donald L.
Johnston, Chip L.
Jones, LaRuthiea
Kania, Michael
Kaphaem, Emily J
Kelly, Tamika L.
Key, Jason D
Kielpikowski, Dawn M.
Killoran, Robin A.
Kirkendoll, Dartanyan
Kittelson, Christine A.
Kittelson, John M.
Klick, Andrea J.

Klopp, Stefanie L.
Knueppel, Aaron K.
Kober, Allison L.
Kohler, Susan M.
Kolanko, Angela D.
Konz, Joshua A.
Kotowicz, Matthew J.
Krejcha, Julie L.
Krueger, Kirk M.
Krull, Steven
Krzos, Sarah J.
Krzyzewski, Christine S.
Kubicek, Mark A.
Lange, April N.
Lange, Stephen J.
Lantto, Kristen
Lasky, Jeffrey M.
Laster, Delicia M.
Lawson, Garry R.
Leasure, Seth
Lee, Kristin L.
Ligocki, Brian T.
Limberger, Lisa A.
Lippert Goodwin, Jason
Loomis, Allison J
Lopez, Jennifer L.
Lopez, Martha A.
Lopez-Torrez, Berenice
Luna-Vargas, Erica A.
Lutzen, Theresa M.
Mackyol, Kecia I.
Magar, Cassandra L.
Magnuson, Mark A.
Malak, Kim
Maloney, Thomas
Manley, Timothy C.
Marx, Christopher J.
Masek, Joan
Mathys, Lindsey A.
May, Karen E.
McCubbin, Tracy B.
McGilligan Bentin, Kyle
McKenna, Eamon S.
McLaughlin, Katie
Mears, Sarah E.
Moore, Michael
Moran, Cori L.
Morgan, Sara A.
Morrison, Kathleen M.
Moss, Kristine
Munoz, Angela
Murphy, Adam
Myers, Christopher J.
Neitzke, Sarah R.
Nemitz, Kathleen M.
Nickel, Amanda M.
Niemi, Laura P.
Nill, Natascha
Nolan, Terri E.
Noonan, Amanda M.
Nuernberg, Kathryn A.
Nunez, Blanca .E
O' Connor, Stephanie S.
Oaks, David S.
Ortega, Patricia D.
Palmer, Betty J.
Panos, Tanya M.
Perez, Jose I.
Perry, Tamera S.
Peterson, Abby A.
Peterson Karen L.
Petri, Megan
Pierce, Moriah T.
Pietrzak, Deanne
Piontek, Kyle R.
Platow Dena A
Pluta, Breanne
Podoll,Tyler C.
Poethig, Nicholas W.
Pordon, Stacy L.
Poytinger, Matthew
Prosen, Stephanie C.
Purdy, Melisa M.
Randall, Stephen E.
Rankin, Jamie
Reese, Melody
Reid, Carrie A.
Resch, Kyle W
Reyes Guzman, Pedro N
Riedas, Lora Jane
Riggenbach, Ellen E.
Rivas, Ingram G.
Rivera, Marielle
Robinson, Angela
Robinson, Krishana D.
Rochon, Andrew S.
Roehrig, Nathan J.
Rojas, Kristine E.
Roskopf, Kory B.
Ross, Katie A.
Roushar, Margaret A.
Ruiz Martinez, Maria J.
Rupnow, Josh S.
Ruppel, Quinn F.
Sandrin, Rochelle R.
Santiago, Emerita
Scartozzi, Leticia
Schiebenes, Kevin J.
Schinker, Melissa M.
Schmeling, Patricia A.
Schmidt, Amanda
Schmierer, Maryjean
Schnorenberg, Kendra K
Schramm, Rachel
Schuh, Katrina L.
Schwarz, Lisa A
Schwei, Amy E
Shefferly, Christopher J.
Shoffner, Sharon C.
Silva-Krieger, Martha L.
Simons, Lisa D.
Skoropat, Michelle
Snieg, Nathan P.
Sonnabend, Sara L.
Spinks, Jessica L.
Stadler ,Jaime L.
Staufiger, Monica L.
Steffes, Zachary A.
Stewart, Mary E.
Stovall, Jeffrey L.
Strachota, Margaret M.
Sumner, Jessica L.
Swanson, Christina
Sweda, Jill A.
Tao, Patrick K.
Taylor, Larresa D.
Tellefsen, Dena H.
Torres-Ilk, Kristina M.
Tovar Juarez, Milagros
Trejo, Jessica M.
Trejo, Rocio
Turner, Deshaune N.
Van Lieshout, Monica M
Veriga, Joseph P.
Wagner, Elizabeth
Wagner, Katie A.
Wakefield, Kathleen M.
Waldhart, Claire E.
Walker, Amanda J.
Wallace, Tara
Walsh, Laura B.
Wasileski, Kate E.
Weber, Steven J.
Weingrod, Moriah
Wenger, Melissa J.
Wiegand, Richard S.
Wierer, Lukas D.
Wilder, Cynthia L
Williams, Geoffrey A.
Williams, Marvin T.
Wilson, Peter J.
Wisinski, Karyn A.
Wolters, Estelle M.
Woodley, Ashlea J.
Worzella, Jeff
Xiong, Linda
Xiong, Miy
Young, Jessica

Ziegler, Rachel A.
Zolltheis, Kenneth K.
Zorn, Anna M.
Zorro, Milton G

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Albrecht, Renee N.
Bartel, Brett A.
Cerar, Sarah I.
Coleman,.Troy D.
Delaney, Mark A.
Goodwine, Jeffrey
Horowitz, Donna R.
Jackson, Kelly D.
Kalmer, Janet
Kania, Michael
Liimatta, Susan G.
Lynhiavu, Mailunhia
Metz, Joel R.
Sanders, Lori A.
Scherer, Jennifer L.
Strube, Karin L.
Wollenhaupt, Ross
Young, Brad K.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Adriansen, Heidi
Ahmad, Jennifer J.
Aitch, Thiphachanh
Alfonzo, Diana I.
Aten, Emily R.
Ayala, Damaris
Babler, Erica A.
Baron, Andrea M.
Bast, Lauren D.
Baxter, William K.
Beaudet, Brian T.
Benson, Emily W.
Berger, John W.
Bergmann, Connie M.
Birdsall, Katherine A.
Bivens, Melanie D.
Black, Stacy
Blatnik, Brad J.
Block, Katherine M.
Bohl, Sarah
Borders, Yolanda A.
Bridges, Karen D.
Butz, Joan M
Cabreza, Amanda F.
Calarco III, Frank A.
Callan, Cara E.
Camilli, Laura E.
Carrigan, Maureen A.
Cash, Chareese S.
Caskey, Angela L.
Catalano, Kristin E.
Cheriyalanthot, Janardhanan
Chiarelli, Stephannie K.
Chirafisi, Loli L.
Christensen, Ann M.
Cockerham, Jerome
Corrao, Paul A.
Crebbin, Cindy A.
Cruz, Sandra L.
Daining, Paul A.
Dashev, Sava S.
De Valk, Maggie M.
DeMaster, Nicole M.
Dietrich, Lisa E.
Ditzman, David M.
Dohm, Emily E.
Dragan, Scot P.
Drake, Sommer D.
Dring, Jill A.
Druck, Shayna R.
Dueling, Wendy T.
Dunn, Carrie L.
Eisenman, Daniel J.
Endress, Megan E.
Erd, Jon M.
Esenberg, Karra L.
Everding, Elaine E.
Ewoldt, Angie R.
Ferguson, Chequetta C.
Fiedler, Christine N.
Fintak Jr, Ronald J.
Frauenfelder, Dawn
Fritche, Valerie R.
Frye, Romona D.
Fuller, Cassandra F.
Gaffke, Joseph K.
Garcia, Julian
Gefke, Kendra E.
Getman, Lizbeth C.
Gipp, Allison J.
Glander, Melissa L.
Gleesing, Kerri A.
Goeb II, David J.
Gonyea, Alissa R.
Gruenwald, Melissa K.
Hallman, Colleen V.
Hans, Jennifer M.
Hansen, Erik C.
Hayes, Brian R.
Hayes, Leah C.
Hearvey, Crystal M.
Heck, Emily M.
Hellman, Faygie
Helminski, Jessica L.
Hendricks, Patricia M.
Hett, Laurie
Hintzelman, Lisa L.
Hoffman, Christine
Houseman, Mary E.
Howen, Jenna R.
Hurlebaus, Kris
Jamieson, Seth D.
Johansen, Sandra M.
Johnson, Claire S.
Johnson, Sara M.
Johnson-Towers, Yvette
Justinger, Brooklyn J.
Keleher, Holly L.
Kelm, Paula M.
Kempen, Scott P.
Kenyon, Megan E.
Kilgour, Sarah W.
Kipfer, Joellen F.
Kirkish, Kristin M.
Kish, John J.
Knetter, Stacy R.
Kohut, Jennifer S.
Kolb, Candith M.
Kontz, David C.
Krueger, Piroska
Krug, Patricia Y.
Krull, Ashlee G.
Kuhrmeier, Tyson W.
Kuluras, Marlee A.
Larson, Melissa S.
Latterman, Robert L.
Laurich, Michelle K.
Lawton, Michael R.
Lawton, Patricia A.
Lazzari, Andrew J.
Leberfing, April E.
Leonhardt, Leah M.
Liebert, Sara E.
Lindner, Scott B.
Linzmeier, Brian J.
Livingston, Alan L.

London, Ella L.
Lookatch, Sara J.
Lopez, Catherine E.
Lorge, Joanna B.
Lunar, Josie H.
Lundgren, Eric C.
Maas, Kelly J.
Malmanger, Greta M.
Martell, Alexandra S.
McEwen, Amanda L.
McEwen, Cory J.
McGlothian, Abeni
Miceli, Robyn L.
Miller, Holly
Morales, Zaida I.
Muehlius, Heather Lee
Munoz, Maria C.
Murn, Emily J.
Musial, Tatyana
Mussoline, Nell O.
Myles, Carletta
Neumyer, Sandy L.
Newland, Misty L.
North, Robin L.
Olscheske, Audrey L.
Orozco, Rosaura M.
Ostrowski, Melissa L.
Parisien, Karen A.
Paul, Joan
Phillips, Jessica L.
Plank, Tara R.
Polsky, Renee G.
Polzin, Kimberly J.
Pompos, Julie A.
Popp, Lindsey M.
Prahl, Regina J.
Prichard, Paige K.
Pulliam, Dornicho S.
Queeney, Candace L.
Ranzen, Kelly E.
Reyes, Mary T.
Rheams, Amy J.
Rich, Augustus D.
Robel, Amy B.
Rodriguez, Carlos
Rodriguez, Olga
Roeder, Andrea R.
Roman, Adneris
Roman, Valarie A.
Rondinelli, Tara R.
Roschke, Micah J.
Rosenfeldt, Jenna M.
Rott, Renee L.
Ruel, Jennifer K.
Sanders, Marc C.
Schettl, Ashley D.
Schulz, Sarah B.
Sershon, Andrew P.
Shultz, Tamara T.
Silha, Katie M.
Smith, Ian E.
Smith, Machella L.
Snapp, Kristina M.
Soleymani-Alizadeh, Sara
Stollenwerk, Carolyn J.
Stolp, Andrea E.
Stone, Elizabeth A.
Stonemeier, Adam
Stratton, Sade E.
Sullivan Konyn, Colleen B.
Taylor, Christopher R.
Taylor, Michelle L.
Taylor-Porter, Mary E.
Terpeza, Amanda L.
Theisen, Kimberly A.
Thiede, Jessica M.
Thomas, Gary D.
Tobin, Lauren
Troy, John M.
Valle, Selene E.
Vega, Johanna
Viste, Joseph T.
Walker, Amanda D.
Walker, Chris M.
Wallace, Shannon C.
Walls, La Tonya R.
Wallus, Andrew F.
Whitemarsh, Savannah M.
Wiedenfeld, Tom R.
Wilson, Chareese D.
Wisniewski, Nancy J.
Wright, Erik J.
Wyskochil III, Charles
Xiong, Kathy M.
Yang, Trudy M.
Zelinski, Sheila A.
Ziebert, Darcia L.
Zizzo, Elizabeth M.

SUPPORT STAFF

(Completing First of Eight Semesters)

Ashley J. Adsit
Donald L. Bennett
Dana Berlin
Natosha Harris
Latricia C. Johnson
Jacquelyn Moga

(Completing Second of Eight Semesters)

Yahya Abdul-Qaadir
Keith A. Atkinson
Matthew F. Barton
Irene R. Borenstein
Thomas S. Bruno
Nicole S. Coleman
Andrea M. Corona
Kari S. Couture
Rashida B. Evans
Lorena C. Gueny
Latasha M. Henry
Regina Jacobs
Jacqueline L. Jolly
Tamara S. Johnson
Stephanie J. Jones
Daniel V. Lotesto
Monique P. Parks
Verlee Portis
Jennifer L. Roberts
Sharonda R. Robinson
Dominique Q. Smith
Julie Vega-Payne
Patience J. Wade
Takisha Weatherall-Jones
Felicia P. Winston

(Completing Third of Eight Semesters)

Brian Litzsey
Kathy O'Bryant

(Completing Fourth of Eight Semesters)

Richard J. Bukosky
Marie McClain
Nicole C. McDowell
Rae Ellen Sena

(Completing Fifth of Six Semesters)

Helen L. Hamilton

(Completing Sixth of Six Semesters)

Percy E. Eddie

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for May 2010 is attached. to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence and reappoint the probationary teachers, teacher-librarians, and members of the support staff listed, contingent upon proper Wisconsin certification.

The Superintendent submitted the following correction:

(Completing Fifth of ~~Six~~ Eight Semesters)

Helen L. Hamilton

(Completing Sixth of ~~Six~~ Eight Semesters)

Percy E. Eddie

Director Falk moved to approve the item as corrected.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon assignment or the new fiscal year following approval by the Board:

2(r)	Barry Applewhite	Principal Milwaukee HS of the Arts	Schedule III, Range 15A $123,079.06
5(r)	Therese Freiberg	Manager Labor Relations	Schedule III, Range 12A $109,085
2(r)	Sharonda Harris	Math Curriculum Specialist K-12 Educational Services	Schedule III, Range 11A $98,575

6(r)	Shahanna McKinney-Baldon	AP/IB/GAT Program Coordinator Educational Services	Schedule III, Range 08A $84,792
2(r)	Lynell Monnie	Early Childhood Coordinator — P5 Educational Services	Schedule III, Range 09A $80,989
5(r)	Susan Wollmer	Nurse Coordinator/Supervisor Special Services	Schedule III, Range 08A $69,411

All positions are approved in the current budget unless the position is marked with an asterisk.

Codes:

1 Native American
2 African American
3 Asian/Oriental/Pacific Islander
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 685 Dunbar Armored, Inc.: Armored Car Service to MPS Schools

The Administration requests authorization to enter into a contract with Dunbar Armored, Inc., to provide armored car services to MPS schools.

Dunbar was selected as the recommended vendor through Request for Proposal (REP) 685, issued February 2010. Dunbar has also been the District's armored car provider for the past three years.

The contract is for one year beginning August 1, 2010, with the option to extend for two additional one-year periods. The cost in year one will not exceed $42,000; the cost in year two will not exceed $44,000; and the cost in year three will not exceed $46,000. The cost over the maximum three-year period is not to exceed $132,000.

The final cost is dependent upon the number of schools requesting armored car service. Schools electing armored car service will pay $800 in year one. The budget codes charged will be those of the schools requesting service.

Budget Code..... Varies by School

Budget Amount (not to exceed):

Year 1 .....$42,000
Year 2 .....$44,000
Year 3 .....$46,000
Maximum 3-Year $132,000

HUB % set 0%
HUB % proposed 0%
Total HUB $..... 0%

Student Engagement
Paid Student Employment Hourly Commitment.....0
Student Education Hourly Commitment 0

RFP 693 St. Charles Youth and Family Services: Educational Services for MPS Female Students

The Administration requests authorization to enter into a contract with St. Charles Youth and Family Services to provide behavioral and educational services to female students with special education needs in MPS middle schools and high schools.

St. Charles responded to Request for Proposal (RFP) 693, which sought vendors to partner with MPS in providing services for female special education students. An MPS evaluation team recommended St. Charles be awarded a contract to provide these services.

St. Charles will be responsible for providing an innovative, high-quality educational program and curriculum that addresses the needs of special education students through the Individualized Education Plan (IEP) process. The goals of the program will be to support all female students to achieve academically and to develop competent coping, anger-management, and self-efficacy skills to support their return to co-ed school settings.

The contract is for one year, with the option to extend for two additional one-year periods. The per-student cost is $20,110, with the total annual cost not to exceed $241,324.

Budget Code.....ARC0IAGN1S-ECTV (Agency Non-MPS — Contract Services)
Budget Amount $241,324
HUB % set 5%
HUB % proposed 5%
Total HUB $.....$12,070

Student Engagement
Paid Student Employment Hourly Commitment.....0
Student Education Hourly Commitment 0

RFP 694 Norris School District: Educational Services for MPS Male Students

The Administration requests authorization to enter into a contract with Norris School District to provide behavioral and educational services to male students with special education needs in MPS middle schools and high schools.

Norris School District responded to Request for Proposal (RFP) 694, which sought vendors to partner with MPS to provide services for male special education students. An MPS evaluation team recommended that Norris School District be awarded a contract to provide these services.

Norris School District will be responsible for providing an innovative, high-quality educational program and curriculum that addresses the needs of special education students through the Individualized Education Plan (IEP) process. The goals of the program will be to support all male students to achieve academically and to develop competent coping, anger-management, and self-efficacy skills to support their return to co-ed school settings.

Located on the 800 acre-site of the Norris Adolescent Center in Mukwonago, Wisconsin, Norris School District is a Wisconsin school district sanctioned by the Wisconsin Department of Public Instruction (DPI). District benefits include DPI-certified teachers, a 10:1 student-teacher ratio, and the incorporation of individualized educational and behavioral plans.

The contract is for one year, with the option to extend for two additional one-year periods. The per-student cost is $27,000, with the total annual cost not to exceed $675,000.

Budget Code.....ARC0IAGN1S-ECTV (Agency Non-MPS — Contract Services)
Budget Amount $675,000
HUB % set 5%
HUB % proposed 22%
Total HUB $.....$148,500

Student Engagement
Paid Student Employment Hourly Commitment.....0
Student Education Hourly Commitment 0

RFP 647 Center for Neighborhood Enterprise: Extension of Contract for Violence-Free School Programs

The Administration is requesting authorization to extend a contract with the Center for Neighborhood Enterprise (CNE) to administer the Violence-Free Zone Program. Milwaukee Public Schools operates the Violence-Free Zone Safe School ("VFZSS") initiative at eight schools. Data from a 2009 Baylor University study concluded that the VFZSS program has been effective in improving safety, in reducing suspensions and truancies, and in improving academic performance in MPS schools.

Services provided by CNE include partnering with community-based organizations aligned with the school community. The VFZSS initiative utilizes the experiences and talents of youth advisors from the same backgrounds as those of the students served.

The contract would be for September 1, 2010, through August 31, 2011, with the option to extend for two additional one-year periods. The cost for this fiscal year would not exceed $1,672,500. The total cost for three years will not exceed $5,017,500.

Budget Code.....GEN0SHL1IV ECTS and GA0A1F1SA ECTS

Budget Amount: GEN0SHL1IV ECTS $305,500
OGA0A1F1SA ECTS $1,367,000
Total $1,672,500

HUB % set 2%
Total HUB $.....$33,450

Student Engagement
Paid Student Employment Hourly Commitment.....400
Student Education Hourly Commitment 40

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 5) Action on the Award of Sole-Source Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contracts and purchases.

A. CESA (Cooperative Educational Service Agency) #1: Contracted Services — Health Services Coordinator, Youth Apprenticeship Coordinator, and an ombudsperson

The Administration requests authorization to enter into a sole source contract with CESA #1 for the provision of contracted services for FY11. Services to be provided by CESA include those of a health services coordinator, youth apprenticeship coordinator, and an ombudsperson.

Contract charges also include basic CESA membership fees and a membership fee for the Southeastern Wisconsin In-School Telecommunications (SEWIST). Contract costs are to be charged to the following budget codes:

Basic membership	SCF00CTGDW-ECTS (Special & Contingent — Contracted Services)	$13,400
Membership — Southeastern Wisconsin Telecommunications	TSV00TECTC-ECTS (Technology — Contracted Services)	$5,000
Health Services Coordinator	GEN0SHT1SO-ECNS (Special Services — Consulting Services)	$151,200
Youth Apprenticeship Program	GEN0SHT1SO-ECNS (Technical Education — Consulting Services)	$87,800
Ombudsperson	SCF00CTGDW-ECTS (Special & Contingent — Contracted Services)	$7,930
Total Budget Amount		$265,330
HUB % set		NA
HUB % proposed		NA
Total HUB $		NA
Student Education requirement		0 hours
Student Education commitment		0 hours

B. University of Wisconsin-Milwaukee's Children's Center: Kindergarten Services

The Administration requests authorization for Hartford University School to enter into a contract with the University of Wisconsin-Milwaukee's (UWM) Children's Center to provide kindergarten services for 30 to 35 full-time-equivalent (FTE) K4/K5 students in FY11. The actual number of students enrolled will depend on FY11 third-Friday enrollment and related budget adjustments.

UWM will provide kindergarten services to the children at $4,868.85 per FTE — Hartford's per-pupil allocation. Hartford will assure the students of a seat at Hartford at K5 or in the first grade. Hartford University School will administer the contract. An MPS teacher, included in Hartford's personnel budget, will be assigned to the UWM Children's Center. The maximum annual cost of the services is $170,410, including the cost of the teacher.

This collaboration:

- develops a feeder pattern into MPS and increases the MPS enrollment of students who would otherwise enroll in private schools or programs;
- draws in parents who live or work in the Hartford neighborhood, the great majority of whom will likely transport their children themselves;
- provides MPS children with quality early childhood education that is expected to fuel future academic success; and
- strengthens the relationship between UWM and MPS.

The Board has authorized similar agreements between Hartford and UWM since the 2001-2002 school year. This is a contract for one year.

Budget Code	GENKIBDKHF-ECTS (Hartford — Contract Services — Gen School)	

Total Budget Amount.....$71,987
HUB % set .....NA
HUB % proposed .....NA
Total HUB $.....NA
Student Education requirement .....0 hours
Student Education commitment .....0 hours

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Action on a Request To Modify Position Authority in the Division of Labor Relations

Background

1. Due to recent organizational changes previously approved by the Board, the Administration is seeking position authority for Manager of Labor Relations. Position authority for a Labor Relations Specialist position would be changed to the position of Manager of Labor Relations. It will be accomplished by eliminating a Labor Relations Specialist position and replacing it with the Manager of Labor Relations position.

Administration's Analysis

2. The Manager of Labor Relations will report to the Director of Labor Relations in the Department of Human Resources.

3. The Manager will serve as second-in-command in the area with collective bargaining and other contract administration initiatives.

Strategic Plan Compatibility Statement

4 The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 7: The district's central services departments support student learning.

WTAM Strategy: The district employs highly qualified personnel to support student learning.

WTAM applicable measurable objectives: 65% of spending will be in categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

5. The recommendation is consistent with administrative policies and procedures.

Fiscal Impact Statement

6. This item does not authorize additional expenditures. A new position titled Manager Labor Relations is being requested for $109,085, account SFS-0-0-LBR-LB-ESCA0121. A Labor Relations Specialist position for $90,527, account SFS-0-0-LBR-LB-ESCA01222, will be eliminated. The remainder of $18,492 will come from the Salary Savings/Turnover, account SFS-0-0-LBR-LB-ESST.

Committee's Recommendation

Your Committee recommends that the Board approve the request on position authority for the position of Manager of Labor Relations, to be effective on July 1, 2010.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 7) Action on a Recommendation to Approve the Inter-District Chapter 220 Contracts for 2010-2011

Administration's Analysis

1. Section 121.85(3) of the Wisconsin Statutes allows the Board to enter into annual written inter-district student transfer agreements with school districts for the purpose of reducing racial imbalance under the Inter-district Student Transfer Program (Chapter 220).

2. In September 2009, the Administration mailed to each suburban district the 2010-2011 Inter-district Student Transfer Agreement with a request that the agreement be signed by the respective board president and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment.

3. Beginning with the 2002-2003 school year, a new provision was added to the Inter-district Pupil Transfer Agreement. The new provision provides procedures to accommodate Milwaukee-resident Chapter 220 students displaced from suburban districts as a result of implementation of the Transportation Zone Plan.

4. As of May 2010, the 22 participating suburban districts have returned the 2010-2011 Inter-district Student Transfer Agreement signed by their respective board presidents.

5. The chart below highlights the number of contracted seats for the 2010-2011 school year, the actual enrollment for 2009-2010, and the number of contracted seats for the 2009-2010 school year for all 23 suburban school districts.

Chapter 220 District	2010-2011 Contracted Seats	2009-2010 Actual Enrollment	2009-2010 Contracted Seats
Brown Deer	21	21	26
Cudahy	26	37	30
Elmbrook	289	290	304
Fox Point/Bayside	95	89	91
Franklin	140	161	158
Germantown	29	30	31
Glendale/River Hills	0	3	4
Greendale	71	65	69
Greenfield	129	103	131
Hamilton/Sussex	110	107	110
Maple Dale/Indian Hills	30	28	36
Menomonee Falls	220	221	225
Mequon/Thiensville	91	92	87
New Berlin	26	35	38
Nicolet	87	93	102
Oak Creek/Franklin	142	125	135
St. Francis	62	75	75
Shorewood	166	135	142
South Milwaukee	76	84	80
Wauwatosa	237	276	288
West Allis/West Milwaukee	73	64	76
Whitefish Bay	231	227	232
Whitnall	44	48	52
TOTAL	2,395	2,409	2,522

6. The Brown Deer, Glendale/River Hills, and Nicolet School Districts has achieved 30% or more minority population. In accordance with State Statute 121.85(2)(a)(1), these districts have chosen not to

accept new Milwaukee-resident minority students via the Chapter 220 for the 2010-2011 school year. Milwaukee-resident students attending these districts have a right to remain in the districts to complete their education at their elementary, middle, or high schools, per State Statute 121.85(8)(3)(a).

7. In April 2008, the United Stated Department of Education (USED) directed the Department of Public Education (DPI) to develop and implement new procedures for funding Title I program services provided by districts receiving Milwaukee Public School student transfers under Chapter 220.Beginning in 2008-2009, DPI no longer transferred Title I funds from the district's allocation to reimburse suburban districts that serve students who reside in MPS. Instead, DPI directed the district to provide funding directly to receiving districts through individual contracts based on the number of children from low-income families residing in the district's participating public school attendance areas that transfer to Title I schools in neighboring districts.

8. At its meeting on October 22, 2009, the Milwaukee Board of School Directors approved the Amendment to the Inter-district Transfer Agreement for the 2009-2010 school year related to the provisions of Title I services.

9. MPS is responsible for providing transportation services for students participating in the Chapter 220 program. Services are provided either by MPS or through a contract with the suburban school district. This year, seven (7) districts scheduled their own transportation. MPS initially pays those suburban districts that contract for their own transportation services a per-pupil amount equivalent to the average per-pupil cost for that district if MPS had scheduled the service. In subsequent years, MPS pays the average per-pupil cost, plus inflation as measured by the Consumer Price Index (CPI). For the 2010-2011 school year, six (6) districts will schedule their own transportation.

10. The chart below details the districts that plan to provide their own transportation services for the 2010-2011 school year and the projected contract amounts. Actual costs are based on enrollments on the third Friday in September. Annually, the Administration reviews the contracts to ensure that these suburban contracts cost the district less than they would if MPS scheduled the transportation services. The Administration is requesting authorization to enter into contracts with the following suburban districts to provide transportation services for students participating in the Inter-district Student Transfer Program (Chapter 220).

Chapter 220 District	2010-2011 Contracted Seats	2010-2011 Per-Pupil Cost	2010-2011 Contract mount
Fox Point/Bayside	95	$2,442.40	$232,028.00
Germantown	29	$5,145.11	$149,208.21
Maple Dale/Indian Hills	30	$2,442.40	$73,272.00
Menomonee Falls	220	$2,969.06	$653,193.20
Nicolet	87	$2,442.40	$212,454.00
Oak Creek/Franklin	142	$4,119.48	$584,966.16
TOTAL	603		$1,905,121.57

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

12. The recommendation regarding Chapter 220 Inter-district Student Transfer Agreement is in compliance with Wisconsin State Statute 121.85 and directions from the U.S. Department of Education regarding procedures for Title I funding.

Fiscal Impact Statement

13. The Administration is requesting authorization to enter into contracts with the following suburban districts to provide transportation services for students participating in the Inter-district Student Transfer Program (Chapter 220).

Chapter 220 District	2010-2011 Contract Amount
Fox Point/Bayside	$232,028.00
Germantown	$149,208.21
Maple Dale/Indian Hills	$73,272.00
Menomonee Falls	$653,193.20
Nicolet	$212,454.00
Oak Creek/Franklin	$584,966.16
TOTAL	**$1,905,121.57**

14. This item does not authorize expenditure of funds for other suburban districts.

15. This item authorizes expenditures pursuant to federal law. Districts are reimbursed based on the number of eligible Milwaukee-resident students who receive Title I services provided by the host district.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the 2010-2011 Inter-district Student Transfer Agreement and the 2010-2011 Amendment, as included in the attachments to this item;

2. authorize the Board's President to execute the 2010-2011 transfer agreements with the following school districts:

Brown Deer	Hamilton Sussex	Shorewood
Cudahy	Maple Dale/Indian Hills	South Milwaukee
Elmbrook	Menomonee Falls	Wauwatosa
Fox Point/Bayside	Mequon/Thiensville	West Allis/West Milwaukee
Franklin	New Berlin	Whitefish Bay
Germantown	Nicolet	Whitnall
Greendale	Oak Creek/Franklin	
Greenfield	St. Francis	

3. authorize the Administration to enter into contracts to provide transportation services with the following school districts for the 2010-2011 school year.

Chapter 220 District	2010-2011 Contract Amount
Fox Point/Bayside	$232,028.00
Germantown	$149,208.21
Maple Dale/Indian Hills	$73,272.00
Menomonee Falls	$653,193.20
Nicolet	$212,454.00
Oak Creek/Franklin	$584,966.16
TOTAL	**$1,905,121.57**

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on an Intergovernmental Agreement between the Milwaukee Board of School Directors and the Milwaukee County Department of Health and Human Services (DHHS) — Delinquency and Court Services

Administration's Report

1. In September 2007, Milwaukee Public Schools was notified that the district had been awarded a federally funded grant entitled Safe Schools/Healthy Students Initiative. The Safe School/Healthy Students Initiative promotes pro-social skills and healthy childhood development. Violence prevention and intervention is an integral part of this federally funded grant.

2. The Safe schools/Healthy Students Initiative has developed a community partnership with the Department of Health and Human Services (DHHS) to support violence prevention and intervention.

Administration's Analysis

3. Wisconsin Statute 118.125(2)(n) provides that, for the purpose of providing services to a pupil before adjudication, a school board may disclose that pupil's records to specified entities, including an "agency" as defined under Wisconsin Statute 938.78(1), if the disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person, except as permitted by that statute.

4. The Milwaukee County DHHS is an "agency" as defined under Wisconsin Statute 938.78(1) and is desirous of obtaining pupil records of students who are the subjects of proceedings in the courts for the purpose of providing services to these pupils before adjudication. Only electronic sharing of pupil records of students before the courts for adjudication will be provided to specified personnel to the Milwaukee County DHHS via a confidential identification code. Access to other pupil records is prohibited.

5. Examples of pupil records that may be disclosed pursuant to this agreement include, but are not limited to, attendance records, behavioral records, progress records, directory data, recent Individual Education Plans (IEPs), and pupil physical health records. These items are defined by state and federal pupil record laws and MPS policy. Discipline records and school social worker records are among others that may be shared.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the *MPS Working Together, Achieving More* (WTAM) Strategic Plan

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High School graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth-graders will graduate in four years.

Statute, Administrative Policy, or Board Rules Statement

7. This item is consistent with administrative policy and procedure as well as state statutes.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

10. Upon approval by the Board, the Administration will work with the identified parties to carry out the steps outlined in the agreement.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Agreement, as attached to the minutes of your Committee's meeting, between the Milwaukee Board of School Directors and the Milwaukee County Department of Health and Human Services — Delinquency and Court Services.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Action on Recommended Allocations of Partnership-School Alternative Education and Special Education Contracted Seats

Background

1. Senate Bill 241 was signed into Law on May 8, 2000, and went into effect on July 1, 2000. The fundamental change engendered by this Bill was the renaming of "children at risk of not graduating from high school." The law sets standards for student outcome data, which include the percent of student attendance, academic units earned on a prorated basis, the number and percent of seniors receiving high-school diplomas, the percent of students staying in school, and the percent of students demonstrating on standardized tests or other appropriate measures at least one month's gain in reading and mathematics for one month's enrollment. Children are identified as at-risk or not graduating, if they meet the criteria set out in State Statute 118.53.

2. Milwaukee Public Schools is required to provide a continuum of services, including a continuum of placements for students who have significant needs that are emotional/behavioral and social. As their particular educational needs may not be able to be addressed appropriately within a traditional school setting, it is necessary to contract with non-traditional contracted schools and agencies.

3. Under the provisions of Wisconsin Statute 115.85(2)(d), the Board is authorized to contract with private, non-sectarian special education agencies to provide special education services to pupils enrolled in MPS. In addition, the Board has secured a waiver from the provision of PI 11.06 (1)(d)(2) of the Wisconsin Administrative Code, requiring the State Superintendent of Public Instruction to individually approve each individual placement of students with disabilities in private agencies.

Administration's Analysis

4. Milwaukee Public Schools continues to have a need for programs serving at-risk students, including students experiencing difficulty with behavior. The district enters into contracts for alternative school programs in the following areas:

a. Students At-Risk of Not Graduating from High School

(1) On June 21, 2005, the Board approved funding for a number of community-based organizations to provide alternative education programs for children at risk. The Board of School Directors adopted the preliminary FY10 budget at a special meeting on June 4, 2009. At this meeting, the Board approved an amendment to decrease the number of at-risk seats in partnership schools by 247 FTEs (full-time-equivalent seats). Contracts may be renewed, subject to an annual performance evaluation, the availability of funds, and the needs of MPS.

(2) The Office of Board Governance-Audit Services conducted partnership school financial/compliance reviews, and the DCS (Department of Contracted Services) conducted contracted partnership reviews in the 2009-2010 school year for the following partnership schools, all of which met the criteria for one-year contracts:

- Assata
- Banner Preparatory
- Council for Spanish Speaking/Loyola Academy
- Northwest Opportunities Vocational Academy (NOVA), and
- Seeds of Health/Grandview.

b. Behavioral Reassignment Seats

(1) The allocation of seats to some schools for FY09 increased or decreased, based on the data from FY08 school year. These seats, which had been funded in the 2008-2009 school year at $8,739.89 per FTE, were funded in the 2009-2010 school year at $9,151.73 per FTE.

(2) The allocation of seats to some schools for FY10 increased due to a need of 40 additional behavioral reassignment seats in December 2009. Lad Lake Synergy agreed to accept 20 students at a rate of $50.41 for 22 days ($22,180.40). Also Career Youth Development (CYD) agreed to accept 20 students at a rate of $50.41 for 22 days. In May 2010, the Milwaukee Board of School Directors approved the Administration's request to increase the behavioral reassignment seats by 150 seats for a total of $405,801:

	FTEs		
School	March-June 2010	April-June 2010	Total Requested
Assata	15	25	25
CYD	10	25	25
Synergy	25	25	25
Project Excel	0	20	20
Seats not allocated to any one site		5	5
TOTAL	50	100	150
COST	$178,956	$226,845	$405,801

c. Special Education Contracted Sites. On June 24, 2004, the Board authorized funds for St. Charles Youth and Family Services to provide an educational treatment-oriented program for students with special education needs to students with severe behavioral problems. The Administration is recommending that the District continue to contract with St. Charles for 92 seats to include 40 elementary seats (grades 4-7) and 52 secondary seats (grades 8-12).

5. In order to meet the federally and state-mandated requirements for a full continuum of services — including services for the most significantly involved students — the Administration is recommending the pre-approval of 94 seats to be considered by district administration and the IEP teams as needed to meet the highly individualized needs of any given student. The pre-approval of these seats will allow the Administration and the IEP teams the flexibility of the most appropriate individualized placements in the timeliest manner for the students with the most severe needs. Use of these pre-approved funds will be limited to securing placements, as needed, with one of the following vendors that MPS has contracted with in the past or who have been identified though the RFP process (RFPs 692, 693, and 694):

- St. Aemilian Lakeside
- Willowglen Academy (Phoenix Care Systems)
- Banner Learning Corporation
- Kradwell
- St. Rose
- St. Charles, Inc.
- Norris School District (The Norris Adolescent Center)

The total recommended FTEs (full-time-equivalent) for special education contracted seats is 186.

6. Project STAY is a one-year alternative school for 100 high-school students, ages 16-21, who are at risk of dropping out of school. Project STAY School-to-Work is an alternative school for special education students, ages 18 through 21, with mild needs. Project STAY Senior Institute is an alternative program for 11th- and 12th-graders. All three programs. which are housed in Eighth Street School, operate under the leadership of the same principal. It is the desire of the three programs to become one entity under one leadership. This change will not impact on the total enrollment of the three schools. This change is reflected in the FY11 budget documents.

7. Fritsche Leap is a middle-school alternative program that is housed in Fritsche Middle School. As a result of budget considerations and space availability, Fritsche Leap will no longer exist as a separate alternative school, effective Fall 2010. Current Fritsche Leap students will become part of Fritsche Middle School or will be offered opportunities to enroll in other MPS traditional or partnership schools. This change is reflected in the FY11 budget.

Strategic Plan Compatibility Statement

8. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 70% of students will be on grade level in science as measured by the WKCE-CRT.

Statute, Administrative Policy or Board Rules Statement

9. The contract-renewal process adheres to the provision established by:

- Wisconsin State Statutes, s. 118.153, Children at Risk of Not Graduating from High School; and
- Administrative Policy 3.09, which states that all contracts $50,000 and over require approval by the Milwaukee Board of School Directors.

10. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS Standards for contracting with alternative partnership schools, and the Wisconsin Administrative Code regarding the granting of waiver requests.

Fiscal Impact Statement

11. Approval of this item authorizes expenditures totaling $13,923,266 for FY11 for at-risk and behavioral reassignment seats, which will be adjusted, if necessary, to align with the FY11 Board-approved budget. The chart below outlines the number of contracted seats for FY09 and FY10 and the proposed number of seats for FY11, along with the cost per partnership school. The total contract costs listed are based on a rate of $9,091.26 per FTE, including some prorated COS seats. The cost of an MPS teacher is $98,423. Funding to cover the cost of the seats is included in the FY11 budget in accounts: ARC-0-I-AGN-1S-ECTV (Contracted Educational Services); AGP-0-I-AGN-1S-ESTC (MPS Teachers at Partnership schools); DWC-0-0-AGN-DW-EEBN (Employee benefits).

Proposed Seats for FY11

At- Risk	Grade	Total FTE Seats			Total Contract
		FY09	FY10	FY11	
Assata	9-12	105	104	107	$972,765
Banner Preparatory School of Milwaukee	6-12	15	15	72	$654,571
Career Youth Development	9-12	16	16	0	$0
Cornerstone Achievement	9-12	100	99	99	$900,035
Council for Spanish Speaking/Loyola Academy	9-12	118	77	80	$727,304
El Puente	9-12	100	99	99	$900,035
Lad Lake Milwaukee/Synergy	6-12	30	30	33	$300,007
MMAIC/Spotted Eagle	9-12	105	104	104	$945,491
Northwest Opportunities Vocational Academy	6-8	100	99	99	$900,035
Satori	6-8	15	10	10	$90,913
Seeds of Health/Grandview	9-12	240	238	238	$2,163,720
Shalom	9-12	100	99	99	$900,035
Silver Spring Neighborhood Center	6-8	50	50	0	$0
Sixth Street Academy	6-8	90	0	0	$0
Totals		1,339	1,040	1,040	$9,454,911

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		FY09	FY10	FY11	
Assata	9-12	0	0	15	$136,369
Banner Prep	9-12	0	0	83.5	$759,121
Career Youth Development	9-12	117.5	124.5	0	$0
Project Excel	9-12	0	0	17	$154,551
Satori	6-8	50	45	45	$409,107
St. Charles	6-8	60	60	60	$545,476
Southeastern	9-12	90	95	95	$863,670
Lad Lake Milwaukee/Synergy	9-12	155	155	155	$1,409,145
Loyola	9-12	0	0	21	$190,916
Totals		472.5	479.5	491.5	$4,468,355

12. Approval of this item authorizes expenditures totaling $3,454,964 for FY11 for special education seats. This amount will be adjusted, if necessary, to align with the FY11 Board-approved budget. The costs for these seats are shown below:

Proposed Seats for FY11

Special Education	FY09	FY10	FY11
St. Charles — Grades 4-7	40	40	40
St. Charles — Grades 8-12	95	95	52
Individualized Continuum Extension Options	25	40	94
Unallocated	48	42	
Total	208	217	186

Special Education	FY08	FY09	FY10	FY11
St. Charles — Grades 4-7	$478,560	$488,120	$493,520	$501,880
St. Charles — Grades 8-12	$990,565	$1,010,420	$1,021,535	$569,192
Individualized Continuum Extension Options	$1,500,000	$750,000	$1,200,000	$2,382,471
Unallocated	$445,055	$768,000	$679,392	
Grand Total	$3,414,180	$3,016,540	$3,394,447	$3,453,543

a. The 40 seats in grades 4 through 7 will be funded at $12,547 per FTE.

b. The 52 seats in grade 8 through 12 will be funded at $10,946 per FTE.

c. The 94 individualized continuum-extension options will be funded at $20,110.33, $27,000.00, $20,701.75, or $30,240.00, depending upong the additional services required for students in varying grade levels, varying special educational needs, and the costs of the severe student placements.

Funding to cover the cost of the seats is included in the FY11 budget in account ARC-0-1-AGN-1S-ECTV (Contracted Educational Services.

Implementation and Assessment Plan

13. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed upon by the two parties in writing, partnership schools will comply with the performance standards set in the District's Strategic Plan.

14. Programs will begin in August 2011, subject to the completion of a signed memorandum of understanding with the Milwaukee Teachers' Education Association.

15. The No Child Left Behind Act (NCLB) includes provisions to raise academic achievement for *all* children. This includes students enrolled in MPS partnership schools.

16. The No Child Left Behind Act of 2001 includes provisions that all schools must meet achievement targets in reading and mathematics. Schools failing to make Adequate Yearly Progress (AYP) towards those targets are subject to sanctions. Two contracted MPS partnership schools have been identified as School Identified for Improvement (SIFI) for the2010-2011 school year: Career Youth Development (Level 1, Improved) and El Puente (Level 1, Improved). Based on the contract, No Child Left Behind Act requires a School Identified for Improvement to implement and financially support interventions and strategies based upon the school's SIFI status.

17. Unless otherwise negotiated and agreed to by the parties in writing, special education sites shall establish to the satisfaction of MPS on an annual basis that the partnership school and/or agency has complied with performance standards specified in the contract.

18. All students with disabilities will have functional behavioral assessments and behavior-intervention plans within their IEPs that will result in an improvement in behavior, as reflected in a reduction in behavioral incidents, suspensions, and other disciplinary actions. Students must be involved in the development of their own behavioral support plans.

19. Each contracted school shall achieve a percentage of students with disabilities in grades K-12 meeting at least 80% of their IEP goals.

20. All students with disabilities shall participate in district-wide and statewide assessments, with accommodations and modifications if appropriate (as determined by the IEP Team). If alternative assessments will be given (as determined by the IEP Team), they must reflect high standards and expectations.

21. Each contracted site, in collaboration with the Department of Special Services, will develop appropriate transition plans for all students.

22. The No Child Left Behind (NCLB) Act includes provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the renewal of and initial contracts for the seats with partnership schools for the FY11 school year and authorize expenditures as listed below, which will be adjusted if necessary to align with the FY11 Board-approved budget.

At- Risk	Grade	Total FTE Seats			Total Contract
		FY09	FY10	FY11	
Assata	9-12	105	104	107	$972,765
Banner Preparatory School of Milwaukee	6-12	15	15	18.5	$168,188
Career Youth Development	9-12	16	16	0	$0
Cornerstone Achievement	9-12	100	99	90	$818,213
Council for Spanish Speaking/Loyola Academy	9-12	118	77	80	$727,301
El Puente	9-12	100	99	90	$$818,213
Lad Lake Milwaukee/Synergy	6-12	30	30	33	$300,012
MMAIC/Spotted Eagle	9-12	105	104	104	$945,491
Northwest Opportunities Vocational Academy	6-8	100	99	99	$900,035
Satori	6-8	15	10	10	$90,913
Seeds of Health/Grandview	9-12	240	238	238	$2,163,720
Shalom	9-12	100	99	99	$900,035
Silver Spring Neighborhood Center	6-8	50	50	0	$0
Sixth Street Academy	6-8	90	0	0	$0
Totals		1,339	1,040	968.5	$8,804,886

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		FY09	FY10	FY11	
Assata	9-12	0	0	0	0
Banner Prep	9-12	0	0	83.5	$759,120
Career Youth Development	9-12	117.5	124.5	95.5	$868,215
Project Excel	9-12	0	0	17	$154,551
Satori	6-8	50	45	45	$409,107
St. Charles	6-8	60	60	60	$545,476
Southeastern	9-12	90	95	95	$863,670
Lad Lake Milwaukee/Synergy	9-12	155	155	155	$1,409,145
Loyola	9-12	0	0	12	$109,095
Totals		472.5	479.5	563	$5,118,379

2. authorize the Administration to renew the contract with St. Charles for FY11 for 92 special education seats;

Special Education	FY09	FY10	FY11
St. Charles — Grades 4-7	40	40	40
St. Charles — Grades 8-12	95	95	52
Individualized Continuum Extension Options	25	40	94
Unallocated	48	42	
Total	208	217	186

Special Education	FY08	FY09	FY10	FY11
St. Charles — Grades 4-7	$478,560	$488,120	$493,520	$501,880
St. Charles — Grades 8-12	$990,565	$1,010,420	$1,021,535	$569,192
Individualized Continuum Extension Options	$1,500,000	$750,000	$1,200,000	$2,382,471
Unallocated	$445,055	$768,000	$679,392	
Grand Total	$3,414,180	$3,016,540	$3,394,447	$3,453,543

3. authorize the pre-approval of the use of 94 seats as individualized continuum-extension options from the following list of agencies and schools with whom MPS has previously contracted or which have been selected through the RFP process (RFPs 692, 693, and 694):

   - Willowglen Academy (Phoenix Care Systems)
   - St. Aemilian Lakeside
   - Banner Learning Corporation
   - Kradwell
   - St. Rose
   - St. Charles, Inc.
   - Norris School District (The Norris Adolescent Center)

   Access to a seat in any of the named agencies or schools will be based on the individual needs of the specific students within their IEPs (Individualized Education Programs);

The Administration will proceed with the understanding that contracts with approved agencies and schools may not exceed $3,454,964 in total. Contracts with specific agencies or schools will depend upon the identified needs and services required by the individual assigned students, as determined by their IEP processes.

The Superintendent submitted revised recommendations for FY11 seats and the total contract amount for recommendation 1 above.

Vice President Blewett in the Chair.

Director Spence moved to approve the administration’s revised recommendations.

The Board recessed from 8:40 PM to 8:50 PM.

Director Bonds moved a substitute, to adopt the administration's revised recommendations with additional changes, as detailed below, with the total contracted amount to be adjusted accordingly, and to give the administration discretion to add or subtract five seats from each school site per contract program type without changing the total amount of seats.

1. authorize the renewal of and initial contracts for the seats with partnership schools for the FY11 school year and authorize expenditures as listed below, which will be adjusted if necessary to align with the FY11 Board-approved budget.

At- Risk	Grade	Total FTE Seats			Total Contract
		FY09	FY10	FY11	
Assata	9-12	105	104	~~107~~ 106	~~$972,765~~
Banner Preparatory School of Milwaukee	6-12	15	15	~~18.5~~ 53	~~$168,188~~
Career Youth Development	9-12	16	16	~~0~~ 16	~~$0~~
Cornerstone Achievement	9-12	100	99	~~90~~ 93	~~$818,213~~
Council for Spanish Speaking/Loyola Academy	9-12	118	77	~~80~~ 86	~~$727,301~~
El Puente	9-12	100	99	~~90~~ 99	~~$818,213~~
Lad Lake Milwaukee/Synergy	6-12	30	30	~~33~~ 38	~~$300,012~~
MMAIC/Spotted Eagle	9-12	105	104	~~104~~ 103	~~$945,491~~
Northwest Opportunities Vocational Academy	~~6-8~~ 7-12	100	99	~~99~~ 98	~~$900,035~~
Satori	6-8	15	10	~~10~~ 15	~~$90,913~~
Seeds of Health/Grandview	9-12	240	238	~~238~~ 235	~~$2,163,720~~
Shalom	9-12	100	99	~~99~~ 98	~~$900,035~~
Silver Spring Neighborhood Center	6-8	50	50	0	$0
Sixth Street Academy	6-8	90	0	0	$0
Totals		1,339	1,040	~~968.5~~ 1040	~~$8,804,886~~

Behavioral Reassignment	Grade	Total FTE Seats FY09	FY10	FY11	Total Contract
Assata	9-12	0	0	0	0
Banner Prep	9-12	0	0	~~83.5~~ 64	~~$759,120~~
Career Youth Development	9-12	117.5	124.5	95.5	$868,215
Project Excel	9-12	0	0	~~17~~ 14	~~$154,551~~
Satori	6-8	50	45	~~45~~ 40	~~$409,107~~
St. Charles	6-8	60	60	~~60~~ 45	~~$545,476~~
Southeastern	9-12	90	95	~~95~~ 85	~~$863,670~~
Lad Lake Milwaukee/Synergy	9-12	155	155	~~155~~ 140	~~$1,409,145~~
Loyola	9-12	0	0	~~12~~ 8	~~$109,095~~
Totals		472.5	479.5	~~563~~ 491.5	~~$5,118,379~~

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Woodward and Vice President Blewett—5.

Noes—Directors Petersons, Spence and Voeltner—3.

President Bonds resumed the Chair.

* * * * *

(Item 10) Action on Recommended Allocations for Early Childhood Contracted Seats

Background

1. In July 2003, Wisconsin State Statute 119.72, which gave Milwaukee Public Schools the authority to contract with private non-profit, non-sectarian childcare centers located in Milwaukee to provide services to four- and five-year-olds, had officially ended. Section 119.235 of the Wisconsin State Statutes gives the authority to the Board to enter into contracts with non-sectarian private schools or agencies located in Milwaukee.

a. Each contracted educational program provides for a certified teacher hired by Milwaukee Public Schools. The teacher functions in the same manner as do other MPS teachers. Particularly, the teacher follows a similar daily and school-year schedule. The teacher provides classroom instruction and works cooperatively with the guidelines of the approved curricula.

b. Each contracted agency reimburses the district for the cost of the teacher assigned to the contracted site. Payment is made to MPS through installments deducted from contracted payments.

c. The contract provides for renewal, subject to an annual performance evaluation, the availability of funds, and the needs of MPS. The district continues to value the partnership with contracted programs serving children in early elementary grade levels.

2. On June 19, 2008, the Board approved one-year contracts with the following three agencies to offer educational services in non-MPS settings:

a. The Council for the Spanish Speaking

(1) The oldest non-profit organization in the City of Milwaukee, the Council for the Spanish Speaking has partnered with Milwaukee Public Schools since 1999 to provide early-childhood educational services for 20 full-time equivalent (FTE) four-year-old students between two sites: the Guadalupe North Head Start at 2669 N. Richards Street and Guadalupe Loyola Head Start at 1645 N. 36th Street. The school's average state-aid enrollment for the 2009-2010 school year is 25 FTEs.

(2) The Guadalupe Head Start program promotes a comprehensive child-development program that supports the physical, social-emotional, and cognitive development of each child. The program embraces diversity and appreciation for cultural differences, including language. The four-year-old kindergarten programs uses the MPS Learning Targets and the Guadalupe Head Start curriculum to teach social-emotional skills, cognitive, language, motor, and self-help skills.

b. Garden Homes Montessori School

(1) Part of the Neighborhood Schools Initiative that started in the Fall of 2002, Garden Homes Montessori Schools was designed to reproduce an educational program using techniques developed by Dr. Maria Montessori. Garden Homes Montessori's mission is to provide its students with all of the elements necessary for a successful education.

(2) In FY07, Garden Homes Montessori School requested equitable district funding for three- and four-year-old students. The proposed FY11 budget allocates funds for 1.0 FTE (full-time-equivalent) for each student, up to the maximum contracted enrollment, which is consistent with the District's current school-funding structure.

c. La Causa Early Childhood Center (ECC)

(1) Located at 809 West Greenfield Ave., La Causa Early Childhood Center aims to provide quality early education opportunities that help to foster the healthy development of all children. La Causa Early Childhood Center has partnered with Milwaukee Public Schools to provide 60 full-time equivalent (FTEs) students in four- and five-year-old kindergarten with access to a quality early childhood program.

(2) The curriculum offered by La Causa ECC is bilingual (Spanish and English). The Wisconsin Learning Targets are incorporated with a High/Scope curriculum approach into a bilingual environment that prepares K4 and K5 children for school readiness.

Administration's Analysis

3. On March 25, 2009, The Council for Spanish Speaking requested that its contracted number of students be increased by 5 FTEs, for a total of 25 FTEs. This was due to parents' interest in its early childhood educational program. Currently, the school reports that seats are filled for the FY11 school year at both sites.

4. On March 30, 2009, La Causa ECC requested to increase its contracted number of students from 60 to 90 FTEs. The request was in response to an increase in parental interest in La Causa's program.

5. Funds totaling $1,861,738 were allocated in the MPS FY11 proposed budget for the early childhood-through-grade-7 educational programs. The contracted amount of $1,635,365 is after the deduction for the MPS teacher costs. All students being served under the contract agreements are included in the projected MPS third-Friday state aid enrollment count.

6. The Administration recommends that the Board authorize a one-year contract with each of the following agencies for early childhood-through-seventh-grade educational programs:

Early Childhood Contracted Sites	Grade	Total FTE Seats			FY11 Gross Contract (incl. MPS Teacher Cost
		FY09	FY10	FY11	
Council for the Spanish Speaking	K4	20	25	25	$161,050
Garden Homes Montessori	K3-Gr. 7	174	174	174	$1,120,908
La Causa, ECC	K4, K5	60	90	90	$579,780
Totals		254	289	289	$1,861,738

Strategic Plan Compatibility Statement

7. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates recourses in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or board Rules Statement

8. MPS Administrative Policy 3.09 requires that all contracts $50,000 or more be approved by the Board.

9. Section 119.235, Stats., allows school districts to contract for provision of educational programs with non-sectarian private schools of community-based agencies located in the City of Milwaukee to provide educational programs to pupils who are residents of the City and enrolled in MPS.

10. Section 121.02, Stats., stipulates that contracts shall comply with all school district standards, as set forth in Section 121.02, that apply to educational programs in Kindergarten through grade twelve.

Fiscal Impact Statement

11. This item authorizes expenditures of $1,861,738 upon the Board's approval of the FY11 proposed budget. Contracts are funded at the projected per-pupil amount for the Milwaukee Parental School Choice Program ($6,607 is the estimated Choice amount for FY11). Funding for Garden Homes Montessori, like that for all Montessori schools, covers 1.0 FTE per K3 (three-year-old kindergartner) and K4 (four-year-old kindergartner) pupil.

12. Costs of the contracts are included in the FY11 budget, as well as in the following accounts:

a. Contracted Kindergarten KG5-0-0-CKG-EY-ESTC (teacher);

b. DWC-0-0-CKG-EY-EEBN (benefits); and

c. ECC-0-0-CKG-EY-ECTV (Contracted Educational Service).

13. If a contracted agency's number of seats is not filled by the official MPS third Friday (September 17, 2010), the contract shall be amended, and any payments shall reflect the actual number of seats filled.

14. At no time shall the agency (sub-grantee) receive payments for seats that are not filled by eligible Milwaukee-resident students.

Implementation and Assessment Plan

15. Contingent upon the Board's approval, the contracts shall be effective for the 2010-2011 school year.

16. Any impact on the contracted amount due to changes in the state budget will be communicated to the Board when information is available.

Committee's Recommendation

Your Committee recommends that the Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below for the 2010-2011 school year:

Early Childhood Contracted Sites	Grade	Total FTE Seats			FY11 Gross Contract (incl. MPS Teacher Cost
		FY09	FY10	FY11	
Council for the Spanish Speaking	K4	20	25	25	$161,050
Garden Homes Montessori	K3-Gr. 7	174	174	174	$1,120,908
La Causa, ECC	K4, K5	60	90	90	$579,780
Totals		254	289	289	$1,861,738

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 11) Action on a Request to Enter into a Contract with Milwaukee Area Technical College (MATC) for Contracted Seats for MPS Students at Risk of Not Graduating, as Defined in § 118.15, Wisconsin Statutes

Background

1. Milwaukee Public Schools has contracted with Milwaukee Area Technical College (MATC) to serve MPS students who:

a. are 16 years of age or older and at risk of not graduating high school, as defined in Wisconsin State Statute 118.153(1)(a);

b. choose to attend a technical college in lieu of attending high school; and

c. participate in a program leading to a high-school graduation, in accordance with Wisconsin State Statute 118.153(1)(b).

Administration's Analysis

2. On April 13, 2010, representatives from the Milwaukee Area Technical College, the Office of the City Attorney, and the MPS Administration met to discuss the following modifications to the contract:

a. MATC will provide a program to serve MPS students.

b. Students participating in the MATC-118.15 program will be enrolled at Transition High School.

c. MATC will serve MPS at-risk students who are 16 years of age or older seeking high-school diplomas through the credit-earning system.

d. MATC will serve MPS at-risk students who are 17 years of age or older seeking high-school-equivalency diplomas (HSEDs), beginning with the 2010-2011 school year.

e. Students completing the program will receive diplomas from Transition High School.

Strategic Plan Compatibility Statement

3. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High School graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth-graders will graduate in four years.

Statute, Administrative Policy or Board Rules Statement

4. This item in accordance with Wisconsin State Statute 118.53, Children at Risk of Not Graduating from High School, 118.15(1)(b), and 118.15(1)(c) 2.

Fiscal Impact Statement

5. This item authorizes expenditure. Funding for the contract is included in the FY11 proposed budget in account ORC-H-I-TRN-TR-ETVT0000 (Transfer to VTAE District — MATC) of $633,240.

Implementation and Assessment Plan

6. The attached FY11 contract will become effective upon the Board's approval under the following terms:

a. MATC will provide a program to serve MPS students.

b. Students participating in the MATC-118.15 program will be enrolled at Transition High School.

c. MATC will serve MPS at-risk students who are 16 years of age or older seeking a high-school diploma through the credit-earning system.

d. MATC will serve MPS at-risk students who are 17 years of age or older seeking high-school-equivalency diplomas (HSEDs).

e. Students completing the program will receive Transition High School diplomas.

Committee's Recommendation

Your Committee recommends that the Board approve the contract. as attached to the minutes of your Committee's meeting, with Milwaukee Area Technical College.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on a Request to Approve Contracts between Milwaukee Public Schools and the Illinois PBIS Network for PBIS (Positive Behavioral Interventions and Supports) Training

Background

1. Positive Behavioral Interventions and Supports (PBIS) is a research-based systems approach for establishing the social, cultural, and behavioral supports needed for schools to be effective learning

environments for all students. Data show PBIS to be effective in reducing classroom disruptions and suspensions while also having a positive impact on student achievement. PBIS requires the social and behavioral expectations of the school to be clearly defined and taught in every setting.

2. PBIS is a Response-to-Intervention (RtI) approach that uses interventions organized into three tiers:

a. Tier 1, or Universal Interventions, provides support to all students;

b. Tier 2, or Secondary Interventions, provides additional support to small groups of students;

c. Tier 3, or Tertiary Interventions, provides intensive support to individual students.

3. PBIS takes three to five years to implement at the school level. Schools implement a tier per year. The school staff members are provided professional development on each tiers during the year prior to that tier's implementation at the school level.

4. When Milwaukee Public Schools began training the first cohort of 30 schools in PBIS in May 2009, no state network or technical assistance providers were available. A state-wide PBIS coordinator and data analyst were hired in January of 2010. In order to provide professional development, certified trainers from the Illinois PBIS Network were contracted on the recommendation of Dr. Lucille Eber, Director of the Illinois PBIS Network. Dr. Eber has been consulting with the Wisconsin Department of Public Instruction on how to set up a PBIS network in Wisconsin. MPS uses the same trainers from the PBIS Illinois Network as does the Department of Public Instruction..

5. Schools that were not part of the first cohort of 30 PBIS schools could apply to be part of the second cohort of PBIS schools. Schools that had applied to be part of the first cohort of 30 schools, but had not been selected — were automatically enrolled in the second cohort, from which they could choose to opt out, if they so desired.

6. In January 2010, all schools were directed to watch the PBIS video "PBIS in MPS." School staff members were to then discuss and vote — following guidelines agreed upon by the Milwaukee Teachers' Education Association (MTEA) — on whether or not to apply to be part of the second cohort. Fifty-five schools applied and were accepted into the second cohort of PBIS schools. Under the direction of the Department of Public Instruction, an additional 21 schools were added in May 2010.

7. Professional development is a critical component of PBIS. Each level of intervention, or tier, in PBIS requires a minimum of three days of professional development for each school team. The summary of professional development for PBIS provided so far is as follows:

a. PBIS Cohort 1 (30 schools) has received three days of Tier 1/Universal training on the following dates:

- May 19 and 20, 2009
- August 24 and 25, 2009
  (August 27, 2009 — school team facilitators and external coaches)
- December 14 and 15, 2009
  (December 16, 2009 — school team facilitators and external coaches)

b. PBIS Cohort 1 (28 schools) received the first day of Tier 2/Secondary training on February 1 and 2, 2010.

c. PBIS Cohort 2 received two days of Tier 1/Universal training on February 4 and 5, 2010, and March 4 and 5, 2010.

d. An additional 21 schools received two days of Tier/Universal training on May 14, 2010, and June 4, 2010.

e. Professional development for the PBIS external coaches and supervisors was provided on the following dates:

- August 26 and 27, 2009
- December 16, 2009
- February 3, 2010
- March 3, 2010

f. Professional development on Tier 2/3 intervention systems was provided by Dr. Lucille Eber, Director of the Illinois PBIS Network, to district administrators, community partners, parent representatives, and Cohort 1 principals on February 26, 2010. The intent of this professional development was to help foster communication and collaboration across departments and among various intervention programs and supports, and to help develop a more uniform and systematic approach to providing students with the help they need.

8. DPI has directed MPS to increase the number of schools implementing PBIS to 100 for the 2010-2011 school year; we now have 105 schools. To address this, two more PBIS professional development sessions on Tier 1/Universal interventions have been scheduled for May 14 and June 4, 2010.

Administration's Analysis

9. The rapid implementation process resulted in the trainers' contracts exceeding the contract limits specified in Administrative Policy 3.09, Purchasing and Bidding Requirements. Because of this, the Administration is requesting that the Board approve the attached contracts for $33,686.55 for PBIS training that took place between February 1 and 5, 2010; between March 3 and 5, 2010; and on April 15 and 16, 2010.

Strategic PLAN Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 7: The district's central services departments support student learning.

WTAM Strategy: The district employs highly qualified personnel to support student learning.

WTAM applicable measurable objective: 100% of staff will be highly qualified per DPI.

Statute, Administrative Policy or Board Rules Statement

11. This item is in compliance with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

12. This item authorizes expenditures in the amount of $33,686.55 from budget code SD1-0-S-RP0-SN-ECTS.

Implementation and Assessment Plan

13. Upon approval by the Board, PBIS training and implementation will continue.

Committee's Recommendation

Your Committee recommends that the Board approve the contracts, as attached to the minutes of your Committee's meeting, between Milwaukee Public Schools and the Illinois PBIS Network for $33,686.55 to provide PBIS training to Steve Romano and Marla Dewhirst on February 1-5, 2010; March 3-5, 2010; and April 15-16, 2010.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 13) Action on a Sublease Agreement with Northwest Opportunities Vocational Academy (NOVA) To Sublease a Portion of District Space at the COA Youth and Family Center

Background

1. In 2002, as part of the Neighborhood School Initiative, the District contributed approximately $1.7 million in district funds for the construction, in partnership with the Police Athletic League, of leased space in a portion of a building located at 2320 W. Burleigh St. The space leased to MPS contains six classrooms, a multipurpose science/art room, an administrative area, library, and several shared areas including a kitchen classroom, gymnasium, and computer lab.

2. In 2006, the building was acquired by the COA Youth and Family Center (COA). The COA continues to program the facility for after-school and community activities. The District's leasehold in the facility survived the acquisition and remains for district use until June 30, 2022, with the option to extend the lease for five (5) consecutive periods of ten (10) years each.

3. The District used this space for the sixth-, seventh-, and eighth-grade classes at Auer Avenue School until it was determined that the Auer Avenue School facility, located at 2319 W. Auer Ave., could accommodate those grades.

4. In June 2007, the Board entered into a three-year sublease agreement with Northwest Opportunities Vocational Academy (NOVA), a district partnership school serving approximately 100 at-risk students in grades seven through 12 who reside on the northwest side of Milwaukee.

5. The current lease expires on July 31, 2010.

Administration's Analysis

6. The Administration is requesting the Board's approval to enter into a new lease agreement with NOVA. The proposed sublease calls for payments totaling $108,096 for the 12-month term of the lease. This is based on a prorated share of the imputed interest on district borrowing for the building, calculated at 5%, plus an operations and maintenance payment of $58,116. Total payment under the sublease will be $6 per square foot for the 18,016 square feet of leased area.

7. The lease period will begin on July 1, 2010, and end June 30, 2011. The lease contains an option for two one-year extensions.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Administrative Policy 5.01, Facilities; and Board Governance Policy 4.08, Lease Agreements.

Fiscal Impact Statement

10. This item does not authorize expenditures. Revenue from the lease agreement will be deposited, as budgeted, in the Construction Fund, account FAR-0-0-TCN-DW- RRNT.

Implementation and Assessment Plan

11. Upon approval by the Board, the sublease agreement between Milwaukee Board of School Directors and Northwest Opportunities Vocational Academy will be executed.

Committee's Recommendation

Your Committee recommends that the Board approve the sublease agreement, as attached to the minutes of your Committee's meeting, between Milwaukee Board of School Directors and Northwest Opportunities Vocational Academy. The total sublease payment will be $108,096 for the July 1, 2010, to June 30, 2011, term of the lease. The lease contains an option for two one-year extensions.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 14) Action on a Recommended Information and Technology Strategic Plan for 2011-2014

Administrations Analysis

1. Milwaukee Public Schools is required by the Wisconsin Department of Public Instruction (DPI) to submit a three-year Strategic Information and Technology Plan for 2011-2014 to meet federal and state policies. The Plan must align strategies for both information (library media) and technology with the District's vision and educational priorities, focusing on improving student achievement.

2. The district is required to submit this Plan in order to be eligible for millions of dollars in Elementary and Secondary Education Act (ESEA) Title Program funds under the No Child Left behind Act and to apply for approximately seven million dollars annually and other federal and state grants. It is also a requirement of Wisconsin Statutes and Administrative Rules focusing on implementing Wisconsin Academic Standards related to school library media programs and services and technology literacy.

3. The District's current Strategic Technology Plan expires on June 30, 2011. In order to apply for E-rate funds in the Fall 2010, the District must submit the revised Plan to the state at this time. A copy of the Plan for 2011-2014 is being provided to the Board under separate cover.

4. A core district-planning team was assigned the responsibility of developing the Plan with broad input. The core team includes representatives from Educational Services, Library/Media, Division of Technology, Learning Technologies, Special Services, Recreation and Community Service, Communications and Public Affairs, Title I, and the Grant Development office. In addition, input was received from a school/community planning team that included parents, principals, and library/media specialists, as well as participants from the City and higher education.

5. The Plan includes four broad goals:

Goal 1 — Educator Proficiency: Administrators, teachers, and staff will continually develop proficiency in information technology to enhance their effectiveness, increase student achievement, and close achievement gaps.

Goal 2 — Student Proficiency: Students will continually develop their academic proficiency and master 21st-century technological skills, preparing them to live, work, and communicate in a global society.

Goal 3 — Access to Information Resources and Learning Tools: Students, staff, parents, and community will have equitable access to information resources and services which are widely available, reliable, and secure.

Goal 4 — Support Systems and Leadership: Technology systems will support visionary leadership and educator proficiency to improve student achievement and to close achievement gaps.

6. The Plan includes an implementation action plan that outlines objectives and activities under each of the four goals. A one-page summary of the goals and objectives is attached.

7. The Strategic Information and Technology Plan is aligned with the District's five-year Action Plan to Improve Milwaukee Public Schools, *Working Together Achieving More*. Section A of the Plan, Introduction, provides an overview with examples of how the Plan's strategies are aligned with the District's Strategic Plan and its three strategic areas: 1) Student success through academic achievement; 2) High-performing schools and classrooms; and 3) District and community support.

8. DPI, after reviewing the Plan to ensure compliance with state and federal guidelines, will issue a letter to the District indicating that the Plan has been approved. If DPI requires the District to submit significant changes to the Plan, the Administration will inform the Board of those changes.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1:Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM strategy: Research-proven practices are implemented to improve student achievement.

WTAM applicable measurable objective: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy, or Board Rules Statement

10. As a part of the planning process, a thorough review of the District's policies and procedures was conducted to ensure that the District is in full compliance with all state and federal statutes related to information (library media) and technology requirements. Seven policies are required by DPI.

11. This item is consistent with the following administrative policies adopted by the Board:

- 7.42, Inter-Library Loan;
- 8.47, Children's Internet Protection Act (CIPA) Internet Safety Policy; and
- 9.10, Public Complaints about the Curriculum or Instructional Materials (includes policy information about materials selection and reconsideration).

12. Recommendations to revise three additional applicable policies have been submitted to the Board's Committee on Legislation, Rules and Policies:

- 6.34, Staff Acceptable Use Policy (includes policy on use of copyright material);
- 7.41, Technology Concerns for Students with Special Needs; and
- 8.48, Student Acceptable Use Policy.

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. The Plan includes estimated budgetary impact and indicates the source of funding to support the Plan's initiatives. Specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate consideration in the future.

Implementation and Assessment Plan

14. The Strategic Information and Technology Plan is a three-year plan that will be continually implemented, monitored, and updated. The Department of Educational Services, including Teaching and Learning, and the Division of Technology are primarily responsible for implementation and evaluation of the Plan's objectives and activities. A report format was developed to facilitate this process. It is detailed in Section G of the Plan — Monitoring, Evaluating, and Revising the Plan.

Committee's Recommendation

Your Committee recommends that the Board approve the Milwaukee Public Schools' Information and Technology Strategic Plan for 2011-2014, as attached to the minutes of your Committee's meeting, and direct the Administration to submit the Plan to the Wisconsin Department of Public Instruction, with the understanding that specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate approval at later times.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 15) Action on an Amendment To an Intergovernmental Agreement with the Milwaukee Police Department for School Resource Officers

Background

1 On February 28, 2008, the Board of School Directors approved an intergovernmental cooperation agreement between Milwaukee Public Schools and the Milwaukee Police Department to implement the school resource officer (SRO) model at Bradley Tech, Custer, Hamilton, Pulaski, and Vincent High Schools. The $375,000 agreement covered the second semester of the 2007-08 school year and the first semester of the 2008-09 school year.

2. On June 25, 2009, the Board approved a new intergovernmental agreement with MPS to continue SRO services at the five schools. The Board approved funding through "…the remainder of the 2009-10 school year and through the 2010-11 school year—not to exceed $375,000 per school year."

3. The intergovernmental agreement with the Milwaukee Police Department says that "The term of this Agreement shall be for one and one-half years, beginning on January 26, 2009, which is the first day of the second semester of the 2008-09 school year, and ending on the last regularly scheduled school day of the 2009-10 school year."

4. The terms of the Board item are not consistent with the terms of the intergovernmental agreement signed on behalf of the district by the superintendent and School Board president.

Administration's Analysis

5. The Administration is seeking Board authorization to increase by $214,814 the amount it can spend under the intergovernmental agreement in 2009-10.

6. The Administration believes the Board's approval of SRO funding for the "remainder of the 2009-10 school year" was in error because that school year had not even begun at the time of the Board vote. The Administration also believes that the Board meant to approve funding for the second semester of 2008-09 and 2009-10 because that was the intent expressed by Board President Michael Bonds during the June 23, 2009, meeting of the Board's Committee on Legislation, Rules and Policies. Following is an excerpt of the transcripts from that meeting.

BLEWETT: President Bonds.

BONDS: Yeah. Because I was just trying to get a sense of the type of offense that our students was being arrested for. Okay.

Mr. Chair, I'm going to move approval with the following modification:

That the contract be awarded for the 2008-2009 remaining year, and the 2010 — I mean, the 2010-2011. So just instead of the full 2011, just to 2010-2011, as it was requested, for two years, instead of a one-year request, instead of 2012, so we get a chance to get another shot at it next year.

ANDREKOPOULOS: So it would be for a year and a half? It would be —

BONDS: A year and a half.

ANDREKOPOULOS: — the remainder of this last school year —

BONDS: And all of the —

ANDREKOPOULOS: — and it would be all of next year?

BONDS: Yes.

ANDREKOPOULOS: And then we would come back again at the end of the year?

BONDS: Yes.

ANDREKOPOULOS: Okay.

7. The Administration believes that the Board intended the intergovernmental agreement to terminate at the end of the 2009-10 school year, not the 2010-11 school year. The Administration is working on a new intergovernmental agreement for SRO services to be presented to the Board prior to the 2010-11 school year.

8. Based on the Board's action, the Administration encumbered FY10 funding to pay for 2009-2010 SRO services. No money was encumbered to pay for services performed by the Police Department during the second semester of 2008-09.

9. In November 2009, the Milwaukee Police Department was paid $214,814 for services rendered in the second semester of 2008-09. That amount was paid out of money encumbered for payments for 2009-10 services.

10. The payment to cover the previous school year's obligation means the District does not have sufficient funding authority remaining under the intergovernmental agreement to pay the Police Department for services performed during the 2009-10 school year. The maximum amount the Police Department can charge for the year is $375,000; the District, after paying the bill for 2008-09 second semester services, had just $160,186 in contract authority remaining to pay all invoices for 2009-10 SRO services. The District paid has paid $155,856 for 2009-10 SRO services thus far, and there are two invoices, totaling $141,589, pending. There is, however, just $4,330 in expenditure authority remaining on the contract.

11. At its meeting on August 27, 2009, the Board of School Directors directed that $250,000 of the Contingent Fund be reserved for the purpose of seeking independent legal counsel, should the Board wish advice or need legal representation in litigation over any attempt to change state law to allow takeover of the governance of the Milwaukee Public Schools from the elected Board of School Directors. That money has not been used, and the fiscal year ends June 30.

Strategic PLAN Compatibility Statement

12. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: The district collaborates with law enforcement and the judiciary to maintain school safety.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

13. This item is in accordance with Administrative Policy 3.04, regarding fund-transfer authority. Board Rule 1.14, Voting Methods, paragraph (4), dictates that a "…recorded affirmative vote of two-thirds

of Board members present shall be necessary for the earmarking of an amount in, or the transfer of money from, the Contingent Fund."

Fiscal Impact Statement

14. This item authorizes additional expenditures of up to $214,814, in accordance with the terms of the District's intergovernmental agreement with the Milwaukee Police Department for SRO services. The funds will be transferred to OGA00CRRDW ELPC (Safety Supplement - payment to other governmental units) from SCF-0-0-CSF-DW-ECTG (Contingent Fund). The funds will be taken from the $250,000 set aside in the Contingent Fund for legal services related to governance change.

Implementation and Assessment Plan

15. Upon the Board's approval of the Administration's recommendation, the Administration will take the necessary steps to ensure that the Milwaukee Police Department is paid for SRO services rendered during the 2009-10 school year.

Committee's Recommendation

Your Committee recommends that the Board authorize additional expenditures of up to $214,814, in accordance with the District's intergovernmental agreement with the Milwaukee Police Department for SRO services. Payment will be made from OGA-0-0-CRR-DW ELPC (Safety Supplement — payment to other governmental units), to be paid on or after June 30, 2010, with the funding to be transferred to account OGA-0-0-CRR-DW ELPC from FY10 carryover funds. If appropriate funds are not available, the transfer of $214,814 to account OGA-0-0-CRR-DW ELPC will be from the Contingent Fund, SCF-0-0-CSF-DW-ECTG (Contingent Fund).

Director Miller moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 16) Action on a Contract with National Vision Administrators, LLC, To Provide Vision Benefits for MPS Employees

Background

1. The Administration engaged Hewitt Associates in 2009 to solicit and evaluate proposals from competitive and qualified third-party administrators for the District's vision-benefit program. The key objectives were to obtain the best overall value proposition available in the marketplace, using MPS's size and leverage to get the "best deal" and to create a long-term partnership with an organization that has demonstrated its commitment to servicing the public sector, including school districts.

2. Core selection criteria included competitive financial arrangements with multi-year guarantee, experienced account management, high-performing claim administration and member services, ability to administer current (and potential) plan designs without deviations, depth and breath of provider network and provider access, and willingness to agree to administrative service guidelines and required language established by the Administration.

Administration's Analysis

3. The Administration worked with its consultant, Hewitt Associates, to develop RFP 675, which was distributed to five vendors on December 21, 2009. These vendors were recommended by Hewitt as best in class, based on their proven track records, to handle the MPS plan. All five vendors submitted proposals on both a fully insured (current approach) and self-funded basis. The analysis of the five proposals provided little support for taking a self-funded approach. The original target date for implementation is November 1, 2010.

4. Overall, the evaluation team ranked National Vision Administrators, LLC, ("NVA") the highest, based on the core selection criteria. NVA's proposal includes annual savings of $265,980 over current FY10 premium rates. NVA provided a three-year premium rate guarantee with monthly premiums of $4.13, single, and $10.02, family, for actives and retirees, with an additional guarantee of no increase in year four, even if enrollment changes by +/-15%. Current monthly premium rates for actives are $4.96 single/$12.03 family and for retirees, $7.28 single/$14.57 family.

5. The Administration requests the Board's authorization to enter into a contract for one year commencing on July 1, 2010, with the option to extend for three additional one-year periods, to take advantage of NVA's commitment to not increase rates for four years.

6. Authorizing a contract longer than three years requires the Board to waive the maximum length of a contract, as specified by Administrative Policy 3.09(5), Terms of Contracts, states:

a. After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval.

b. Professional services contracts shall be for a maximum one-year period; however, there may be an allowance for two annual extensions, for a maximum of three years, provided formal competitive bids or requests for proposals were initially obtained. Multi-year contracts must be re-submitted to the Board each succeeding year, if their initial approval did not include a statement that they were subject to an extension.

c. Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

7. Accordingly, the Administration requests the Board to waive the maximum length of a professional service contract to allow it to take advantage of NVA's commitment to not increase rates for four years. .Based on current enrollments and current premium rates, the NVA proposal produces an estimated savings of $1,063,920 over the four-year period.

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

9. This contract is being presented to the Board pursuant to Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

10. This item authorizes expenditures. The estimated annual cost of the contract will be $1,136,000. Funding has been budgeted in account code DWC00EMBDW-EMDI (Employee Benefits —Hospital and Surgical Insurance) in FY11.

Implementation and Assessment Plan

11. Upon the Board's approval of the requested contract and contract waiver, the Administration will enter into a contract with NVA to initiate vision benefits on July 1, 2010, for MPS employees and retirees.

12. The unions were involved throughout this process and are in agreement with the Administration's recommendation. Renewal with the incumbent vendor, NVA, will not require changes to the District's labor contracts.

Committee's Recommendation

Your Committee recommends that the Board

1. authorize the Administration to enter into a contract with National Vision Administrators, LLC, ("NVA") to provide vision benefits to MPS employees and retirees with monthly premiums of $4.13, single, and $10.02, family; and

2. grant the Administration a waiver to enter into a contract for a period not to exceed four years to take advantage of NVA's commitment to not increase rates for four years.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 17) Action on a Request for Authorization to Extend a Contract with Milliman, Inc., to Provide Actuarial Services

Background

1. In November 2006, the Administration issued Request for Proposal (RFP) 543 seeking actuarial consulting services for its healthcare plans. The purpose of the RFP was to pre-qualify one or more firms to perform a variety of required actuarial services. Milliman, Inc., was one of four responding firms pre-qualified to provide such services.

2. In April 2007, the Milwaukee Board of School Directors authorized the Administration to enter into a contract with Milliman to perform actuarial services in the areas of premium and trend-rate development, calculation of incurred but not reported claim reserves, budget forecasts, and Medicare D Prescription Drug attestation. The contract was for one year commencing May 1, 2007, with the option to extend for two additional one-year periods. The contract provides services for fiscal years 2008, 2009, and 2010.

3. RFP 543 included a Historically Underutilized Business (HUB) requirement of 10%. Milliman proposed HUB participation at the 10-20% level.

Administration's Analysis

4. The Administration requests authorization to extend the existing contract through June 30, 2011, to synchronize it with the district's fiscal year reporting and the timing of the RFP for district actuarial services that will be issued in early FY11 for implementation for FY12. The total amount of the contract extension is not to exceed $54,700.

5. Authorizing a contract longer than three years requires the Board to waive the maximum length of a contract, as specified by Administrative Policy 3.09(5), Terms of Contracts:

a. After initial approval, no contract may be extended for more than a cumulative total of three (3) years without the Board's approval.

b. Professional services contracts shall be for a maximum one-year period; however, there may be an allowance for two annual extensions, for a maximum of three years, provided formal competitive bids or requests for proposals were initially obtained. Multi-year contracts must be re-submitted to the Board each succeeding year, if their initial approval did not include a statement that they were subject to an extension.

c. Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

6. Accordingly, the Administration requests that the Board waive the maximum length of a professional service contract to allow the Administration to extend the contract with Milliman, Inc., through June 30, 2011, at a cost not to exceed $54,700.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

8. This contract is being presented to the Board pursuant to Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

9. This item authorizes expenditures. The estimated annual cost of the contract will be $54,700. Funding has been budgeted in account code DWC00EMBDW-EMDI (Employee Benefits — Hospital and Surgical Insurance).

Implementation and Assessment Plan

10. Upon the Board's approval, the Administration will enter into a contract extension with Milliman, Inc., through June 30, 2011, with a cost not to exceed $54,700.

11. The Administration will also issue an RFP for actuarial services in early FY11 for implementation in FY12.

Committee's Recommendation

Your Committee recommends that the Board grant the Administration a waiver to extend the contract with Milliman, Inc., through June 30, 2011, at a cost not to exceed $54,700.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 18) Action on a Waiver of a Portion of Administrative Policy 5.01, Facilities Development, and on a Change of Name of the Milwaukee Education Center to Vel Phillips Secondary School for the Arts and Media Technology

Background

1. In May 2010, the Milwaukee Board of School Directors approved a merger of Milwaukee Education Center and DIAL. Per final Board action, the merged school (with DIAL) will have grades 7-12 for the 2010-2011 school year and grades 6-12 for the 2011-12 school year. The Board directed the school community to use the Milwaukee Education Center name, but to come forward with a name change agreeable to the school community no later than October 2010.

2. Based on this direction, the Milwaukee Education Center school community has submitted a request to change the name of the school as follows:

Grades 6-12: Vel Phillips Secondary School of the Arts and Media Technology

3. Ms. Phillips has given permission for the naming.

Statute, Administrative Policy, or Board Rules Statement

4. In order to approve this request, the Board would have to waive the portion of Administrative Policy 5.01(6), Facilities Development, which states, "When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years."

Fiscal Impact Statement

5. Changing the name on the building will be paid for from the school's minor building modifications fund.

Implementation Plan Statement

6. Upon the Board's approval, the Department of Facilities will work with the school to change the name on the building.

Committee's Recommendation

Your Committee recommends that the Board approve the change of the name of the merged Milwaukee Education Center to the Vel Phillips School for the Arts and Media Technology

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 19) Action on Request to Approve Contracts for the Provision of Title I Services to Non-Public School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to both non-public and public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not the schools. The reauthorized ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel, consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits must be comparable to the services and other benefits provided to public school children and teachers participating in the program, and the services must be provided in a timely manner.

3. ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public school officials. The goal of the consultation process is to meet the needs of eligible non-public school students and/or teachers and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public school officials must occur before any decision is made that could affect the ability of private school students, teachers, and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

4. Information about service-delivery options under ESEA was shared with non-public schools, and their opinions were solicited regarding the types and forms of service that would meet the needs of their eligible students.

a. Non-public schools indicated that they were interested in K-12 programming that was flexible, cost-effective, and comprehensive.

b. They requested that services be delivered during the regular school day, before and after school, or on Saturdays.

c. They requested that MPS enter into agreements with third-party vendors to allow for a full range of tutoring services delivered at flexible times and suggested that funds under other Title Programs available to them might also be used to employ the services of third-party vendors.

5. MPS has been entering into contracts with three third-party vendors to offer Title I services since the 2003-2004 school year. Milwaukee Public Schools ESEA funds also support Title I services provided by third-party vendors to MPS students being served under district contracts at approximately 27 non-public agencies.

6. In January 2010, the Milwaukee Public Schools posted RFP #680 to solicit vendors that could provide the range of services being requested for the 2010-2011, 2011-2012, and 2012-2013 school years.

Administration's Analysis

7. The Milwaukee non-public schools to be served form a diverse community of students in approximately 120 schools.

a. In the 2010-2011 school year, equitable-participation requirements of ESEA required the District to allocate 24% of Title I funds, plus allowable administrative funds, for a total of $16,871,949, for the provision of Title I services through third-party providers in non-public school programs. Final ESEA allocations and equitable participation amounts for 2010-2011 will not be available until the Fall of 2010.

c. In the 2010-2011 school year, equitable-participation requirements of ESEA required the District to allocate 24% of American Recovery and Reinvestment Act (ARRA) funds, plus allowable administrative funds, for a total of $5,198,373, for the provision of Title I services through third-party providers in non-public school programs. This Title IA ARRA distribution amount is for one year only.

8. Contract amounts to be awarded to each agency approved after the RFP selection process will be dependent upon final Title Program allocations, the number of schools selected by or assigned to each agency and allocations available to those non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

9. The RFP process led to the recommendation of the following agencies:

- The Learning Exchange, a company based in Brookfield, Wisconsin, with 13 years' experience in providing supplemental education services in City of Milwaukee non-public schools;

- Nonpublic Educational Services, Inc., an educational organization based in Salem, Massachusetts, with over 29 years' experience in Title I for non-public schools, currently servicing over 72 school districts across the country;
- Catapult Learning, a company based in Baltimore, Maryland, which has provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country; and
- Learn It Systems, a company based in Baltimore, Maryland, which has provided educational services to approximately 35,000 students in over 458 schools in 59 school districts.

The selected vendors will allow service to be provided to eligible students at the participating non-public schools.

10. The recommended respondents to the RFP offer the range of services envisioned in consultation meetings with Milwaukee non-public school officials.

11. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements, as outlined in the RFP.

12. The Milwaukee Board of School Directors' approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage services to eligible non-public school students under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

13. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

14. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

15. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

16. This item authorizes expenditures of up to the ESEA-formula-derived percentage of Title I funds available for 2010-2011 to non-public schools, after allowable expenses are deducted, as mandated by ESEA.

a. This would amount to $16,871,949, based upon current-year allocations. Recommended RFP respondents are The Learning Exchange, Nonpublic Educational Services, Inc., Catapult Learning, and Learn It Systems. Actual contract amounts will be based upon MPS's actual FY10 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and non-public schools to be served by each vendor.

Account Title: Title I, Regular, Non-public School
Budget Codes: GEN-0-I-1N1-1S-ECTS0000
PRT-0-S-1N1-1S-ECTS0000
SD1-0-S-1N1-1S-ECTS0000
OGA-0-A-1N1-1S-ECTS0000

b. This item also authorizes expenditures of up to the ESEA-formula-derived percentage of ARRA funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA. This would amount to $5,198,373, based upon current-year allocations. Recommended RFP respondents are The Learning Exchange, Nonpublic Educational Services, Inc., Catapult Learning and Learn It Systems. Actual contract amounts will be based upon MPS's actual FY10 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and non-public schools to be served by each vendor.

Account Title: Title I, Regular, Non-public School
Budget Codes: GEN-0-I-D31-1S-ECTS0000
PRT-0-S-D31-1S-ECTS0000
SD1-0-S-D31-1S-ECTS0000
OGA-0-A-D31-1S-ECTS0000

Implementation and Assessment Plan

17. Contracts will run from July 1, 2010, to June 30, 2011. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

18. The contracts will be monitored through the Department of Parent and Student Services.

19. Title I funds are not given to the schools, but services are provided to the students and teachers.

Committee's Recommendation

Contingent upon the Administration's providing additional information to the Board as requested by your Committee, your Committee recommends that:

1. in regard to Title I funds, the Milwaukee Board of School Directors authorize one-year contracts, with options for up to two additional years, with:

   - The Learning Exchange;
   - Nonpublic Educational Services, Inc.;
   - Catapult Learning; and
   - Learn It Systems.

   a. Funding is not to exceed the ESEA-formula-derived percentage of Title I funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA. (This would amount to $16,871,949 under the preliminary current-year allocation.)

   b. The designated funds are for the provision of services to City of Milwaukee-resident, Title I-eligible students enrolled in non-public schools in the 2010-2011 school year.

   c. Contract amounts to be awarded to each agency will be dependent upon the levels of service accessed by participating non-public schools.

   d. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

e. The Administration will report back to the Board of School Directors on final allocations and contract award amounts; and

2. in regard to ARRA funds, the Milwaukee Board of School Directors authorize one-year contracts with:

- The Learning Exchange;
- Nonpublic Educational Services, Inc.;
- Catapult Learning; and
- Learn It Systems.

a. Funding is not to exceed the ESEA-formula-derived percentage of ARRA funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA. (This would amount to $5,198,373 under the current-year allocation.)

b. The designated funds are for the provision of services to City of Milwaukee-resident, Title I-eligible students enrolled in non-public schools in the 2010-2011 school year.

c. Contract amounts to be awarded to each agency will be dependent upon the levels of service accessed by participating non-public schools.

d. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

e. The Administration will report back to the Board of School Directors on final allocations and contract award amounts.

HUB Information is to be provided by the HUB office.

The Superintendent provided additional information to the Board, as requested by the Committee.

Director Spence moved to approve the contracts.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on Resolution 1011R-003 by Director Miller to Participate in an Economic Boycott of Arizona until That State's Recently Adopted Immigration Laws Are Repealed

Background

At its meeting on May 27, 2010, the Milwaukee Board of School Directors referred Resolution 1011R-003 by Director Miller to the Committee on Legislation, Rules and Policies:

WHEREAS, In April 2010, the Arizona legislature passed SB 1070, a bill making it a state misdemeanor to be in the state of Arizona without legal documentation and giving law enforcement broader abilities to enforce federal immigration laws; and

WHEREAS, While bill SB 1070 mandates law enforcement to detain people who are "reasonably suspicious", the legal definition of "reasonably suspicious" states that it must be based on specific and articulable facts and inferences; and

WHEREAS, The only articulable facts and inferences that could lead law enforcement to reasonably suspect that someone is undocumented are skin color, physical features, or vocal accent; and

WHEREAS, Making the decision to detain someone purely on the basis of these criteria is the very definition of racial profiling; and in no way indicates that a person is in the country illegally and, similarly, it in no way proves that someone of a different skin color without an accent is here legally; and

WHEREAS, The bill requires detained individuals to show documentation that they are here legally, such as a driver's license or immigration papers, which violates the civil liberties of law-abiding citizens who are not required to carry identification but could be detained and forced to prove their legal status; and

WHEREAS, Many people already have a distrust of law enforcement, and this bill will further strain the relationship between law enforcement and residents; and

WHEREAS, The legality and enforceability of Arizona SB 1070 is questionable since the Constitution of the United States grants authority over immigration matters to the federal government, not to individual states; and

WHEREAS, Arizona SB 1070 discounts the efforts of immigrants who are following immigration laws and struggling to navigate their way through the bureaucratic process of becoming legal citizens; and

WHEREAS, Arizona SB 1070 is merely reactionary and does nothing to be proactive in bringing about the nation-wide immigration reforms that the United States needs; and

WHEREAS, In May of 2010, the Arizona legislature passed HB 2281, a bill restricting and prohibiting the teaching of ethnic studies in Arizona public schools; and

WHEREAS Arizona HB 2281 prohibits teaching classes designed primarily for pupils of a particular ethnic group or to advocate ethnic awareness and solidarity; and

WHEREAS, Ethnic-studies classes throughout the U.S. have historically taught critical thinking, ethnic pride, and a fuller unbiased depiction of all people's journey in American history; and

WHEREAS, Omission of the experiences and contributions of many ethnic minority groups has stood in the way of students' understanding the full spectrum of American history; now, therefore, be it

RESOLVED, That Milwaukee Public Schools participate in the economic boycott of Arizona until SB 1070 and HB 2281 are overturned; and be it

FURTHER RESOLVED, That this boycott include, but not be limited to, products and services coming from Arizona, travel to Arizona, entertainment venues, and tourist attractions; and be it

FURTHER RESOLVED, That this boycott shall not apply to products and services of businesses, organizations, and venues from Arizona that have taken a position against these laws; and be it

FURTHER RESOLVED, That this resolution is to be effective immediately upon adoption by the Milwaukee Board of School Directors.

Analysis

1. Arizona Senate Bill 1070, states,

> Where reasonable suspicion exists that the person is an alien who is unlawfully present in the United States, a reasonable attempt shall be made, when practicable, to determine the immigration status of the person.

2. Arizona Senate Bill 1070 specifies that, in addition to any violation of federal law, a person is guilty of trespassing if the person is:

(a) present on any public or private land in the state, and

(b) is not carrying his or her alien registration card or has willfully failed to register.

3. Arizona Senate Bill 1070 disallows officials or agencies of the state or political subdivisions from adopting or implementing policies that limit immigration enforcement to less than the full extent permitted by federal law, and allows a person to bring an action in superior court to challenge an official or agency that does so.

4. Arizona House Bill prohibits public schools from including courses or classes which:

a) promote the overthrow of the U.S. government;

(b) promote resentment towards a race or class of people;

(c) are designed primarily for pupils of a particular ethnic race; or

(d) advocate ethnic solidarity instead of the treatment of pupils as individuals.

5. Since 2003, Milwaukee Public Schools has purchased just over $1.9 million worth of products and services from businesses within the state of Arizona. In Fiscal Year 2010, as of June, MPS has purchased $64, 230 worth of products and services from businesses within the state of Arizona.

6. Although the similar products and services may be purchased in other states, there may be instances where alternative products and services are not available that would allow for proper support of existing programs or curricula within MPS.

7. In May of 2010, the Milwaukee Area Technical College (MATC) adopted a resolution similar to 1011R-003.

Statute, Administrative Policy or Board Rules Statement

8. This item aligns to Administrative Policies 7.01, Teaching and Learning Goals, and Administrative Policy 8.01, Student Nondiscrimination.

Fiscal Impact Statement

9. There is no fiscal impact related to this item.

Implementation and Assessment Plan

10. Should the Milwaukee Board of School Directors adopt this resolution, the Milwaukee Public Schools will institute policies and procedures that will ensure compliance with the resolution.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution in lieu of 1011R-003:

BE IT RESOLVED, That, until Arizona rescinds SB1070 and HR 2281, or the laws are otherwise ruled to be unenforceable, the Board direct the MPS administration, to the extent practicable and not in conflict with the law, to:

1. refrain from entering into any new or amended contracts to purchase goods or services from any company that is headquartered in Arizona;

2. not send MPS employees to conferences or meetings being held in Arizona; and

3. review existing contracts for the purchase of goods and services with companies headquartered in Arizona and to discontinue those contracts, consistent with the terms of those contracts and utilizing principles of fiscal responsibility; and

4. where no alternatives are available, an exception my be provided for purchases necessary to support existing programs or curricula within MPS; and be it

FURTHER RESOLVED, that the Milwaukee Board of School Directors urges the district's US Senators and Congress members to advance and support comprehensive federal immigration-reform legislation that respects the due-process protections of all individuals in the United Stares and provides a path so people have the opportunity to become citizens; and be it

FURTHER RESOLVED, that this resolution is to effective immediately upon the Board's approval.

Vice President Blewett in the Chair.

Director Miller moved to accept the Committee's recommendation and to add the language that Administrative Policy 3.09 will be reviewed and amended in a manner consistent with this resolution and the law, and also to establish a process for review of existing contracts, including sending contracts to the City Attorney's Office for the review of any termination provisions.

President Bonds resumed the Chair.

Director Miller's motion was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Noes—Directors Petersons and Voeltner—2.

Temporarily absent—Director Spence—1.

* * * * *

(Item 2) Action on Resolution 0910R-041 by Director Blewett To Endorse the "A Penny for Kids" Plan Created by the Wisconsin Alliance for Excellent Schools (WAES)

Background

1. At its meeting on February 25, 2010, the Board referred Resolution 0910R-041 to the Committee on Legislation, Rules and Policies:

WHEREAS, Wisconsin's school-funding system has created a crisis for children, schools, and communities that has, over the last 15 years, forced property tax increases and threatened the quality of our once-proud public education system; and

WHEREAS, The inability of the State of Wisconsin to make good on its longstanding promise to fund an average of two-thirds of the cost of public education has put a disproportionate burden on local property taxpayers to try to save our struggling schools; and

WHEREAS, In order to raise the necessary funding, school districts have been resorting to referenda, many of which have failed; and

WHEREAS, At a time when states across the nation, as well as nations around the world, are looking for cures to an ailing economy, it is short-sighted and foolhardy to cut funding that would aid in the development of a well-educated populace that is necessary to find those cures; and

WHEREAS, If our children are to receive the high-quality education that will help guarantee them a prosperous 21st century, comprehensive school-funding reform is vital; and

WHEREAS, The 2009-11 state budget cuts state funding to our schools by $535 million; and

WHEREAS, 336 school districts have lost $175 million in general aid, resulting in a decrease of more than 10 percent for 181 school districts and more than 15 percent for many others; and

WHEREAS, In order to meet head-on the funding crisis created by the 2009-11 state budget the Wisconsin Alliance for Excellent Schools (WAES) has proposed "A Penny for Kids," a plan to increase Wisconsin's sales tax — one of the lowest in the country — by one cent; and

WHEREAS, WAES has specifically proposed that:

- $280 million go into the equalization formula to help children learn and to help control property taxes;
- $280 million go to helping children from low-income backgrounds and continuing to close the achievement gap;
- $170 million be allotted to progressive tax relief, in order to offset the regressive effects of the sales tax;
- $66 million be used to increase aid to children with disabilities;
- $25 million be used to increase aid to students in small, rural school districts;
- $15 million pay for programs for children learning the English language;
- $10 million go to transportation for children; and
- $10 million will help districts offset the adverse effects of declining enrollment; and

WHEREAS, At a time when budget cuts have devastated our schools, limited opportunities for our children, and threatened our communities, an increase to Wisconsin's low sales tax of just one penny will start turning this crisis around; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors publicly endorse the "A Penny for Kids" plan created by the Wisconsin Alliance for Excellent Schools (WAES); and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors encourage the parents of Milwaukee and all those who are concerned about education in Milwaukee and in Wisconsin to sign the petition (available online at http://www.apennyforkids.org) asking the state government to raise the Wisconsin sales tax one cent for schools and property tax relief.

2. At the Board's annual organizational meeting on April 27, 2010, Director Blewett requested that the resolution be carried over for action in the 2010-11 Board year.

Analysis

3. Under the provisions of the state funding formula put in place in 1994, state law directed that the Legislature provide an estimate of the amount needed to provide two-thirds state funding, 66.66%, for the support of K-12 education. Although the two-thirds funding estimate is no longer required by law, the two-thirds terminology has been commonly used to describe a reasonable level of state funding for K-12 education.

4. Under the state funding system, as a general rule, when state-level funding for K-12 education is reduced, the burden on the local property tax is increased. When state-level funding for education is increased, the pressure on local property taxes is reduced.

5. The State of Wisconsin does not currently provide two-thirds funding, and the Legislative Fiscal Bureau estimates that the state will provide only 62.7% of total funding for K-12 education in 2010-2011. The balance of funding needed for schools is supported by local property tax revenues.

6. Currently, the difference in state K-12 funding, in dollar terms, between 66.66% and 62.7% is an estimated $1.5 billion.

7. The Wisconsin Alliance for Excellent Schools is not unique in its call for more appropriate funding for schools. Assembly Bill 919, introduced on April 2, 2010, which proposes a gradual return to two-thirds funding by the 2016-2017 school year. calls for a state funding level of 65.56% by 2012-2013. Moving from 62.7% in 2010-2011 to 65.56% in 2012-2013 would require an estimated increase in state funding of $1.2 billion over that two-year period.

8. The proposed one-cent sales tax increase is also not unique to the state of Wisconsin. The states of Arizona and Kansas have recently passed similar measures in order to support their K-12 educational systems.

9. Wisconsin's sales tax rate is lower than those of all of its neighbors: Minnesota — 6.875%; Illinois — 6.25%; Iowa — 6%; Michigan — 6%.

Statute, Administrative Policy or Board Rules Statement

10. This item aligns to Board Governance Policy BG 2.01, General Governance Commitment.

Fiscal Impact Statement

11. Currently, there is no district-by-district fiscal analysis of the "A Penny for Kids" proposal; however, the additional revenue that would be generated and the manner in which it would be distributed would be of considerable benefit to MPS students and property owners in the City of Milwaukee.

Implementation and Assessment Plan

12. Should the Board adopt the resolution, the MPS Office of Intergovernmental Relations will communicate the district's support for the "A Penny for Kids" proposal and will work to support passage of related legislation.

Committee's Recommendation

Your Committee recommends that, in order to help the state meet its two-thirds funding commitment, the Board adopt Resolution 0910R-041.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Technical Amendments to Board Rules Pertaining to the Committees of the Milwaukee Board of School Directors

Background

1. At its meeting on January 28, 2010, the Board considered Resolution 0910R-020 by Director Bonds:

WHEREAS, The Milwaukee Board of School Directors recently authorized the creation of an Office of Accountability, to be implemented in January 2010; and

WHEREAS, The Board remains committed to maintaining proper oversight of the District and ensuring accountability to the parents, taxpayers, and citizens of Milwaukee; and

WHEREAS, In the past, the Board had, as one of its standing committees, the Accountability and Audit Committee, which considered issues of accountability and reviewed audits performed within the District; and

WHEREAS, The Accountability and Audit Committee has not been a standing committee since 1999; and

WHEREAS, A specific committee dedicated to accountability would add another layer of accountability to the District by allowing Board members to monitor the performance of the District; and

WHEREAS, All of the Board's committee meetings are open to the public; therefore, the open nature of the Committee's discussions would provide additional transparency to the District's operations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby creates the Committee on Accountability and Audit as a standing committee of the Board of School Directors; and, be it

FURTHER RESOLVED, That this committee will have five members who will be appointed by the Board president; and, be it

FURTHER RESOLVED, That the Accountability Committee will be charged with the duties of receiving the District's audits as well as considering issues pertaining to the accountability of the District; and be it

FURTHER RESOLVED, That this committee be established for the January 2010 Board cycle.

2. In response to the Resolution, the Board voted to:

a. adopt Resolution 0910R-020, amended to combine the current charge of the Board's Committee on Finance/Personnel with accountability matters and to change the name of the Committee on Finance/Personnel to the Committee on Accountability/Finance and Personnel;

b. direct that the Committee on Accountability/Finance and Personnel consider all audits;

c. direct that the Committee on Accountability/Finance and Personnel meet on a regular monthly basis;

d. fold the functions of the Committee on Safety and Climate — with the exception of the issues that had been reported to the Committee on Finance/Personnel prior to the creation of the Committee on Safety and Climate, which shall be returned to the Committee on Accountability/Finance and Personnel—into the charge of the Committee on Innovation/School Reform;

e. change the name of the Committee on Special Education to the Committee on Parent and Community Engagement, which shall address all of the current special education functions, Title I, recreation, parental involvement, CLCs, community partnerships, and all other parental and community public hearing;

f. by these actions, reduce the number of the Board's standing committees from 6 to 5. The Board's President will make the necessary changes to appoint the chairs relative to the reduction in the committee assignments; and

g. direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Analysis

3. At this time, in accordance with item 2.g above, the Office of Board Governance is bringing forward its proposed changes to the following Board Rules to reflect the action taken by the Board.

a. Board Rule 2.01, Standing, Special, and Functional Committees:

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability, Finance, and Personnel"
- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- All instances of "Committee on Safety and Climate" eliminated

b. Board Rule 2.02, Committee Meetings, section (2):

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability, Finance, and Personnel"
- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- All instances of "Committee on Safety and Climate" eliminated

c. Board Rule 2.05, Committee on Special Education — Powers and Duties:

- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- New section (5) added to reflect the Committee's charge to consider "all issues involving Title I, recreation, parental involvement, community learning centers (CLCs), community partnerships, and all other parental and community public hearing."

d. Board Rule 2.06, Committee on Finance/Personnel — Powers and Duties:

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability, Finance, and Personnel"
- New language added to reflect assumption of accountability functions formerly assigned to the Committee on Innovation/School Reform.
- New language added to reflect assumption of safety functions formerly assigned to the defunct Committee on Safety and Climate.
- Subsequent sections renumbered to reflect addition of new sections above.

e. Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties:

- Policy revised throughout to reflect the reassignment of some of the Committee's previous duties to the Committee on Parent and Community Engagement.

f. Board Rule 2.12, Committee on Safety and Climate —Powers and Duties:

- Entire policy eliminated.

4. In accordance with item 2.g above, the reference to "the Committee on Finance/Personnel" in section (12)(8), Appeals, of Administrative Policy 3.09. Purchasing and Bidding Requirements, has been amended to read "the Committee on Accountability, Finance, and Personnel."

Statute, Administrative Policy or Board Rules Statement

5. Board Rule 1.11, Amendments to the Rules, states:

> Proposed amendments to the rules shall be presented at a regular Board meeting and shall be referred to the Committee on Legislation, Rules and Policies for its consideration and report thereon. The Committee's report with respect to such proposed amendment shall be presented to the Board and then held over until the next meeting, when it shall be considered and acted upon by the Board. A recorded affirmative vote of a majority of the members of the Board shall be necessary for the adoption, amendment, or repeal of rules, except as provided otherwise in article 1.14(3) of these rules.

Fiscal Impact Statement

6. Adoption of these proposed revisions will have no fiscal impact.

Implementation and Assessment Plan

7. The Office of Board Governance will publish the revised Board rules and administrative policy immediately upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board adopt the revisions to the following Board rules and administrative policy as presented below:

Board Rule 2.01
STANDING, SPECIAL, AND FUNCTIONAL COMMITTEES

(l) There shall be five regular standing committees of the Board. The Committees on ~~Special Education~~ Parent and Community Engagement, on Innovation/School Reform, on Legislation, Rules and Policies, ~~on Safety and Climate,~~ and on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall have five members each. All Board members shall be members of the Committee on Strategic Planning and Budget. Special committees consisting of Board members and/or other persons may be appointed by the Board or the president from time to time.

[Balance of Policy remains the same.]

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Board Rule 2.02
COMMITTEE MEETINGS

(1) Unless otherwise ordered by the respective chair, standing committees shall meet at 6:30 p.m., according to a schedule adopted by the Board on an annual basis.

(2) The Committee on ~~Special Education~~ Parent and Community Engagement, the Committee on Innovation/School Reform, and the Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall meet monthly, except in July.

(3) The Committee on Strategic Planning and Budget~~, the Committee on Safety and Climate,~~ and the Committee on Legislation, Rules and Policies shall meet at the call of the chair.

(4) Special meetings of committees and meetings of special and functional committees shall be held at the call of the respective committee chair or upon the written request of two committee members. Such request from committee members shall state the time and place of the meeting and the purpose or purposes for which it is being called.

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Board Rule 2.05
COMMITTEE ON ~~SPECIAL EDUCATION~~ PARENT AND COMMUNITY ENGAGEMENT — POWERS AND DUTIES

(1) The Committee on ~~Special Education~~ Parent and Community Engagement shall monitor and assess district and school progress in meeting state and federal mandates as well as the Board's goals and standards in all matters relating to serving students with special needs.

(2) The Committee shall consider, evaluate, and monitor district and school compliance with legal responsibilities, reform initiatives, parent and advocacy group recommendations, and policy development in the area of its focus.

(3) The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all departments, functions, initiatives, schools, and district services and activities pertaining to students with special needs.

(4) The Committee shall review all reports issued relating to special education to ensure that departments, divisions, and schools implement recommendations for internal control, compliance, and program effectiveness so that the Board can assure the public that all special education programs and operations are effectively serving students with special needs.

(5) The Committee shall address all issues involving Title I, recreation, parental involvement, community learning centers (CLCs), community partnerships, and all other parental and community public hearing.

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Board Rule 2.06
COMMITTEE ON ~~FINANCE/PERSONNEL~~ ACCOUNTABILITY, FINANCE, AND PERSONNEL — POWERS AND DUTIES

(1) The Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all disciplinary and evaluation matters as currently set forth in any collective bargaining agreements, as well as those matters specified in the Administrators and Supervisors Council's grievance procedures and on the principal and teacher evaluation process.

(2) The Committee on Accountability, Finance, and Personnel shall monitor and assess district and school progress in meeting the Board's goals and standards, including performance and program audits and other assessment reports. The Committee shall consider the district accountability plan, the district report card, monitoring of reform initiatives, and monitoring of decentralization. The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all department, functions, initiatives and schools.

~~(2)~~ (3) The Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all financial matters pertaining to the Board's Contingent Fund, contracts, and bids required by law, modification of technology, student transportation, and attendance-district boundaries.

(a) The earmarking of an amount in, or the transfer of money from, the Board's Contingent Fund shall require a recorded affirmative vote of two thirds of the Board members present at the Board meeting at which either such action is taken.

(b) The Committee shall recommend fund-transfer policies specifying those transfers that may be authorized by the Superintendent and those which require review and approval of the Board.

~~(3)~~ (4) The Committee on Accountability, Finance, and Personnel shall consider financial analysis reports and financial audits and shall monitor compliance with executive limitations.

~~(4)~~ (5) The Committee on Accountability, Finance, and Personnel shall have oversight of all district audit activities. It shall review the reports of the Office of Board Governance/Audit Services as well as those reports issued by external auditors to ensure that departments, divisions, and schools implement recommendations regarding internal control, compliance, economical sufficiency, and program effectiveness so that the Board can assure the public that all operations and programs funded with public resources are operating effectively, efficiently, and economically.

~~(5)~~ (6) The Committee on Accountability, Finance, and Personnel shall have all of the Board's books and accounts audited annually by a certified public accountant and shall transmit the respective audits and reports to the Board at its regular meeting within two months after the audit is issued. The audit shall include a report by the certified public accountant on observations and recommendations relating to internal controls and other accounting, administrative, and operating matters.

~~(6)~~ (7) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all facilities matters, including building repairs, alterations, improvements, improvement of grounds, purchases, development of sites, erection of new buildings, additions to buildings, and major alterations and remodelings. No site shall be purchased or leased, nor shall any building be erected or materially altered or remodeled, without resolution duly recommended by the Committee and passed by the Board, except as the Board shall otherwise provide for in its policies.

(8) The Committee on Accountability, Finance, and Personnel shall consider, monitor, assess and make recommendations to the Board on all matters pertaining to school and district safety and security.

(9) The Committee on Accountability, Finance, and Personnel shall review, monitor and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety and health codes and statutes.

(10) The Committee on Accountability, Finance, and Personnel shall consider, review and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact on schools and the District.

(11) The Committee on Accountability, Finance, and Personnel shall receive and consider the recommendations of community partners, City departments and other non-MPS entities that relate to district safety and climate issues.

(12) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations regarding transportation safety and safe-passage matters.

~~(7)~~ (13) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all personnel matters, including matters pertaining to the appointment of all full-time and regular part-time employees as required by law or Board policies; approval of personnel transactions as required by law or Board policies, including appointment of probationary personnel; and allocation of appropriated funds for new and vacant positions and student personnel, including student rights policy, review of student discipline, and student complaints.

~~(8)~~ (14) Other items to be considered by the Committee on Accountability, Finance, and Personnel shall include:

(a) Salary Schedules. The Committee shall consider all proposals or requests for revisions or changes in salary schedules and shall make recommendations thereto. Upon recommendation by the Committee, the Board shall annually determine and fix salary schedules for all of its employees — except the prevailing wage rates, which may be amended by the Board from time to time. (A recorded affirmative vote of two thirds of the members of the Board shall be required for the amendment or repeal of the provision concerning the amendment of prevailing wage rates). All schedules of salaries annually fixed by the Board shall be adopted for the same period and on the same year-basis as the annual school budget is adopted by the Board.

(b) Salary Increases. No increase in salary without change in duties and responsibilities, other than automatic training and service increments provided for in salary schedules and increases based on Board-approved changes in the prevailing wage rates, shall be granted except upon recommendation of the Committee and approval of the Board or by special action of the Board.

(c) Teachers' Examination and Appointment.

1. The examination of teachers shall be conducted by the Superintendent and his/her assistants, and the results of such examination shall be available for inspection by the Committee.

2. In conformity with and subject to the provisions of sections 119.18 and 119.32 of the Wisconsin Statutes, the employment, classification, transfer, and promotion of all employees included thereunder shall be acted upon by the Board upon recommendation of the Superintendent and approval by the Committee. Classifications and transfer refer to the various groups and divisions of the salary schedules.

3. All appointments shall be to the unassigned list. Assignments shall be made by the Superintendent.

(d) Probationary Appointments. Before the monthly meetings of the Committee in December and May, and at such other times as may be necessary, it shall be the duty of the Committee to receive from the Superintendent a report of certificated and recreation and community-education personnel serving on the probationary list who are recommended for continued employment. Upon the Committee's recommendation, the Board shall consider and approve all recommendations.

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Board Rule 2.10
COMMITTEE ON INNOVATION/SCHOOL REFORM — POWERS AND DUTIES

(1) The Committee on Innovation/School Reform shall consider and make recommendations to the Board on emerging issues and new ideas in education and their relationship to achievement of the Board's goals and standards. The Committee shall serve as the primary vehicle for discussing programs, initiatives, reforms, and other subjects needing public input.

(2) The Committee shall consider instructional reform issues and plans; charter school and partnership school proposals and contracts; innovative school proposals; proposals and plans for closing/reconstituting schools; graduation standards and benchmarks; K-12 learning goals and curriculum reform; establishment of measurement criteria or standards; ~~performance and program audits;~~ non-routine, futuristic instruction items; decentralization initiatives and policy modification; and development in the area of its focus.

~~(3) The Committee shall monitor and assess district and school progress in meeting the Board's goals and standards, including audits and other assessment reports. The Committee shall consider the district accountability plan, the district report card, monitoring of reform initiatives, and monitoring of decentralization. The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all department, functions, initiatives and schools.~~

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~~**Board Rule 2.12**~~
~~**COMMITTEE ON SAFETY AND CLIMATE — POWERS AND DUTIES**~~

~~1. The Committee on Safety and Climate shall consider, monitor, assess and make recommendations to the Board on all matters pertaining to school and district safety and security.~~

~~2. The Committee on Safety and Climate shall review, monitor and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety and health codes and statutes.~~

~~3. The Committee on Safety and Climate shall consider, review and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact on schools and the District.~~

~~4. The Committee on Safety and Climate shall receive and consider the recommendations of community partners, City departments and other non MPS entities that relate to district safety and climate issues.~~

~~5. The Committee on Safety and Climate shall consider and make recommendations regarding transportation safety and safe passage matters.~~

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Administrative Policy 3.09
PURCHASING AND BIDDING REQUIREMENTS

(12) Supplemental Contract Conditions

8. APPEALS

An apparel contractor who objects to any decision or action by the Procurement Manager relative to specifications and recommendations for purchasing items of apparel,

may appeal the decision to the Committee on F~~inance/Personnel~~ Accountability, Finance, and Personnel of the Milwaukee Board of School Directors.

[Balance of Policy remains the same.]

Ordered held over for one month, in accordance with the provisions of Board Rule 1.11

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(Item 4) Action on Proposed Administrative Policy 8.51, Electronic Communication Devices

Administration's Analysis

1. Section 118.258, Wisconsin Stats., allows school boards to adopt rules prohibiting pupil from using or possessing electronic communication devices while on premises owned or rented by, or under the control of, a public school. This law was passed in response to safety concerns and the sale and distribution of illicit drugs on school grounds.

2. Section118.258, Wisconsin Stats., requires the Board to annually adopt rules and provide each pupil enrolled in Milwaukee Public Schools with a copy of its rule pertaining to electronic communication devices.

3. The *Parent/Student Handbook on Rights, Responsibilities and Discipline*, revised 2010, has a rule under "Maintaining a Safe Educational Environment/Student Use of Electronic and Computer Technology/Communication Devices" which indicates that students are not allowed to use electronic communication devices, such as pagers and cell phones. Students may not activate, use, or display, for other than approved educational purposes, electronic communication devices while on school premises owned or rented by, or under the control of, Milwaukee Public Schools or while attending school-sponsored events.

4. The *Parent/Student Handbook on Rights, Responsibilities, and Discipline* is shared with students, staff and parents annually.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy Or Board Rules Statement

6. This item is requesting creation of Administrative Policy 8.51, Electronic Communication Devices, in accordance with Wisconsin §118.258.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, and at monthly principal meetings.

9. The *Parent/Student Handbook on Rights, Responsibilities and Discipline* will be shared with students, staff, and parents annually.

10. The *Parent/Student Handbook on Rights, Responsibilities and Discipline,* revised 2010, has a rule under "Maintaining a Safe Educational Environment/Student Use of Electronic and Computer Technology/Communication Devices" which indicates that

> …[s]tudents are not allowed to activate, use or display electronic communication devices, such as pagers and cell phones, while on the premises controlled by MPS or while attending school sponsored events. Students may not activate, use or display communication devices for other than approved educational purposes. Violation of this rule will result in discipline according to district policy.

11. In addition, the *Parent/Student Handbook on Rights, Responsibilities and Discipline,* revised 2010, states,

> …[U]nauthorized or inappropriate items found may be confiscated. The items shall be inventoried by the school principal/designee and may be returned to the student's parent/guardian, to the student if he/she is an adult, be held for disciplinary proceedings, or turned over to law-enforcement officers. Any items that may endanger safety will not be returned.

Committee's Recommendation

Your Committee recommends that the Board approve Administrative Policy 8.51, Electronic Communication Devices:

Administrative Policy 8.51:
ELECTRONIC COMMUNICATION DEVICES

(1) POLICY STATEMENT

The Milwaukee Public Schools shall provide an educational environment that is safe and orderly. Students are prohibited from activating, using, or displaying electronic communication devices such as cell phones, electronic pagers, or other electronic communication devices while on school premises during the school day (including after-school programs) or while participating in school-related activities off of school premises (for example field trips), other than for approved educational purposes. This commitment to a safe and orderly educational environment applies to all schools within the District.

(2) DEFINITION OF ELECTRONIC COMMUNICATION DEVICES

Electronic communication devices are any devices that can be used to send and/or receive voice or text messages. Such devices include, but are not limited to, cell phones, devices with internet access, and pagers.

(3) RIGHTS AND RESPONSIBILITIES OFF STUDENTS

(a) The policy will be shared with students, staff, and parents annually.

(b) Any electronic communication device that is activated, used, or displayed will be confiscated, inventoried, and stored in a secure location until the school administration holds a conference with the parent or adult student. Any electronic communication device that is activated, used, or displayed in a manner that endangers the physical safety or emotional wellbeing of others will be confiscated and held for disciplinary proceedings or turned over to law enforcement.

(c) Students in violation of this rule shall be disciplined in accordance with Administrative Policy 8.28, Student Discipline.

(4) LIABILITY

In the event that electronic communication devices are brought to school, the school and school district will not be financially responsible for lost or stolen items.

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Adopted with the roll call vote on the balance of the Committee reports.

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(Item 5) Action on Proposed Revisions to Administrative Policy 6.34, Regarding the Acceptable Use of District Technology by MPS Staff; Administrative Policy 8.48, Regarding the Acceptable Use of District Technology by MPS Students; and Administrative Policy 7.41, Regarding Technology Concerns for Students with Special Needs

Background

1. MPS is required by the Department of Public Instruction (DPI) and the E-Rate program to have Board-approved policies for staff and students regarding the acceptable use of technology.

2. This item seeks approval of changes to the acceptable-use policy for each of two groups of technology users: students and staff.

Administration's Analysis

3. MPS is required by law to meet the unique needs of each student with a disability based on his/her Individualized Education Plan (IEP) or Section 504 Rehabilitation Plan. Related services include technology concerns for students with special needs or assistive technology.

4. The Telecommunications Relief Act of 1996 established the E-Rate program to fund the implementation of technology in schools based upon a poverty index associated with free and reduced-price lunch participation.

5. In order for schools to be eligible for E-Rate funding for technology, schools (districts) must have approved policies regarding the proper use of technology.

6. MPS must adhere to state and federal law as it relates to assistive technology for students with special needs.

7. Currently, the district receives over $7 million annually in E-Rate funding.

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rule Statement

9. This item recommends approval of the changes to these policies that are included in this item:

- Administrative Policy 6.34, Staff Acceptable Use Policy (AUP)
- Administrative Policy 8.48, Student Acceptable Use Policy (AUP)
- Administrative Policy 7.41, Technology Concerns for Students with Special Needs

Implementation and Assessment Plan

10. The proposed modified policies will be implemented upon adoption by the Board.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board approve the implementation of the changes to the following policies, as indicated, in order to bring the district into compliance with the E-Rate guidelines and Section 504 Rehabilitation Plan:

Administrative Policy 6.34
STAFF ACCEPTABLE USE POLICY (AUP)

[Note: The following would replace the current Administrative Policy 6.34 in its entirety]

Milwaukee Public Schools offers electronic network access for students, teachers, and other staff within the school system. The purpose of having the electronic network is to support the instructional program, including learning opportunities, business applications, information retrieval, searching strategies, research skills, and critical thinking. This document defines the acceptable use of the MPS network system (i.e., WAN, LAN, Internet, and Email) and computer resources by MPS Staff.

(1) EDUCATIONAL PURPOSE

(a) The district's network system has been established for educational and administrative purposes. The term *educational purposes* includes classroom activities, continuing education, professional or career development, and high-quality, educationally enriching personal research.

(b) The district's network system has not been established as a public access service or a public forum. The district has the right to place restrictions on the material which staff accesses or posts through the system. Staff is also expected to follow the rules set forth in this policy and the law in staff's use of the network system. Disciplinary action may take place against MPS staff that breaks rules as defined in MPS administrative policy.

(c) Staff may not use the network system for commercial purposes. This means that staff may not offer, provide, or purchase products or services through the network system.

(2) RULES AND REGULATIONS

(a) ACCEPTABLE USE

Milwaukee Public Schools networks are to be used in a responsible, efficient, ethical, and legal manner and must be in support of the educational objectives and employee guidelines of Milwaukee Public Schools.

(b) UNACCEPTABLE USE INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

1. violation of copyright/trademark laws
2. use of threatening or obscene material
3. political or campaign materials
4. The casual use of the email system is permitted as long as it does not interrupt the network or interfere with the employee's assignments and the email item is a legal document.
5. Listservs may never be used for personal emails nor may the employee use district-wide school/department email addresses.

6. Use of offensive or harassing statements or language, including profanity, vulgarity, and/or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, or religious or political beliefs, is prohibited.

7. Staff shall not cyber-bully another person. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another staff member or student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures, or images, or website postings.

8. Sending or soliciting sexually-oriented messages or images

9. Changing settings on computers

10. Disrupting the network through casual use of the Internet

11. Accessing chat rooms and other social networking sites, except those set up and/or approved by school administration

12. Accessing programs not appropriate for educational use

13. Unauthorized use of password protected programs (SIMMS, IFAS, Portal, eSIS, etc.).

(3) SYSTEM SECURITY AND RESOURCE LIMITS

(a) SYSTEM SECURITY

1. Attempts to login to the system as any other user, to share a password, or to allow a security breach may result in cancellation of user privileges.

2. Staff will immediately notify a system administrator if he/she has identified a possible security problem. Staff, however, shall not look for security problems, because this may be construed as an unlawful attempt to gain access. Staff shall not demonstrate any such problem to other users. Messages relating to, or in support of, illegal activities may be reported to the authorities.

3. Staff will avoid the inadvertent spread of computer viruses by following the district's virus-protection procedures.

(b) RESOURCE LIMITS

Staff will not download files unless absolutely necessary for educational or administrative purposes. If deemed necessary, staff shall immediately remove the file from the computer/network after there is no longer a need access to it.

(4) EMAIL ACCOUNTS

(a) Email accounts are to be used only by the owner.

(b) Electronic mail is not guaranteed to be private; system operators have access to all mail.

(c) All staff email is archived for a period of seven years, in accordance with the Open Records Act.

(5) PRIVACY

(a) PRIVACY

1. Staff should expect only limited privacy in the contents of their personal files on the network system and records of their online activity. This district's monitoring of Internet usage can reveal all activities in which staff engage in using the network system.

2. Routine maintenance and monitoring of the network system may lead to discovery that staff has violated this policy or the law. An individual search will be conducted if there is reasonable suspicion that staff has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

3. Confidential files are to be accessed only by appropriate personnel.

(b) DUE PROCESS

1. The district will cooperate fully with local, state, or federal officials in any investigation related to any unlawful activities conducted through the network system.

2. In the event there is a claim that a member of the staff has violated this policy in his/her use of the network system, he/she will be provided with notice and opportunity to be heard in the manner set forth in administrative policy.

(6) LIMITATION OF LIABILITY

The district will not guarantee that the functions or services provided through the network system will be without error. The district will not be responsible for any damage which staff may suffer, including, but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. The district will not be responsible for the accuracy or quality of the information obtained through the network system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

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Administrative Policy 8.48
STUDENT ACCEPTABLE USE POLICY (AUP)

[Note: The following would replace the current Administrative Policy 8.48 in its entirety]

This document defines for students the acceptable use of the MPS network system's (i.e., WAN, LAN, Internet, and Email) computer and other technology resources. Following this policy allows students to use the Internet in a safe and responsible manner.

(1) PURPOSE

(a) The district's network system has been established for educational and administrative purposes. The term *educational purposes* includes classroom activities, continuing education, professional or career development, and high-quality, educationally-enriching personal research.

(b) The district's network system has not been established as a public access service or a public forum. The district has the right to place restrictions on the material which students access or post through the system. Students are also expected to follow the rules set forth in this policy, the student disciplinary code, and the law in their use of the district's network system. Teachers, counselors, administrators, and other school personnel may take disciplinary action against MPS students who break rules. Disciplinary actions are set according to federal and state laws and MPS administrative policies.

(c) Students may not use the district's network system for commercial purposes. This means students may not offer, provide, or purchase products or services through the district's network system.

(2) ACCESS TO ONLINE MATERIALS

(a) The material which students access through the district's network system should be for class assignments or for personal research on subjects similar to what a student might study in a class or in the school library. Use for entertainment purposes is not allowed.

(b) Students shall not use the district's network system to access the following:

1. material that is obscene;

2. pornography;

3. material that depicts, or describes in an offensive way, violence, nudity, sex, death, or bodily functions;

4. material that has been designated as for adults only;

5. material that promotes or advocates illegal activities;

6. material that promotes the use of alcohol or tobacco, school cheating, or material that advocates participation in hate groups or other potentially dangerous groups.

(c) If a student mistakenly accesses inappropriate information, he/she should immediately report this access in the manner specified by his/her school. This will protect the student against any claim that he/she has intentionally violated this policy.

(d) The district has installed filtering software to protect against access to inappropriate material, as required by the Children's Internet Protection Act ("CIPA").

1. If a student feels that the filtering software is blocking access to an appropriate site, the student should report this to the school's library media specialist, instructional technology leader, principal, or teacher.

2. Students shall not seek to bypass the filtering software by using a proxy site or some other technology.

(e) New technologies are being invented constantly, and it is impossible to predict what systems or applications will be available for use in the future. This policy applies to all technologies currently in use on the MPS network and those technologies that may be used on the MPS network in the future.

(3) SYSTEM SECURITY AND RESOURCE LIMITS

(a) SYSTEM SECURITY

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Students should change their passwords regularly. Under no conditions should students provide their passwords to other people. Students should always log off the computer when they are finished.

2. The students shall immediately notify a teacher or another school employee if the student has identified a possible security problem. Students, however, shall not look for security problems, as this may be construed as an unlawful attempt to gain access.

3. Students shall avoid the inadvertent spread of computer viruses by following the district's virus-protection procedures.

(b) RESOURCE LIMITS

1. Students shall use the system only for educational and career development activities and limited, high-quality personal research.

2. Students shall download only those files (e.g., music files and images) deemed necessary for educational purposes, with the instructor's permission. The files shall be removed from the network after students no longer need access to it.

(4) COMMUNICATION SAFETY

Students shall not disclose names, personal contact information, or any other private or personal information about themselves or other students. "Personal contact information" includes the student's full name, together with other information that would allow an individual to locate the student, including the student's family name, the student's home address or location, the student's work address or location, or the student's phone number.

(5) UNLAWFUL, UNAUTHORIZED AND INAPPROPRIATE USES

(a) UNLAWFUL ACTIVITIES

1. Students shall not attempt to gain unauthorized access to the district's network system or to any other computer system through the district's network system nor shall the go beyond their authorized

access. This includes attempting to log in through another person's account or to access another person's files.

2. Students shall not make deliberate attempts to disrupt the district's network system or any other computer system or destroy data by spreading computer viruses or by any other means.

3. Students shall not use the district's network system to engage in any other unlawful act, including, but not limited to; arranging for a drug sale or the purchase of alcohol or weapons, engaging in criminal gang activity, or threatening the safety of any person.

(b) INAPPROPRIATE LANGUAGE

1. Restrictions against inappropriate language apply to all speech communicated through the district's network system, including public messages, private messages, and material posted on Web pages, wikis and blogs, or any other social networking sites.

2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

3. Students shall not post information that could cause damage or a danger of disruption to their schools or any other organizations or persons.

4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks.

5. Students shall not harass or bully other persons. Students shall not cyber-bully other persons. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures, or images, or website postings.

6. Students shall not knowingly or recklessly post false or offensive information about a person or organization.

7. A students shall promptly disclose to his/her teachers or other school employee any messages that the student receives from any other student that is in violation of the restrictions on inappropriate language.

(c) PLAGIARISM AND COPYRIGHT INFRINGEMENT

1. Students shall not plagiarize work that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.

2. Students shall respect the rights of copyright owners in their use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright.

(6) PRIVACY

1. Students should expect only limited privacy in the contents of their personal files on the district's network system and records of their online activity.

2. The district will cooperate fully with local, state, and federal officials in any investigation related to any unlawful activities conducted through the district's network system.

(7) VIOLATIONS OF THIS ACCEPTABLE USE POLICY

Violations of this policy may result in loss of access as well as other disciplinary or legal action in accordance with administrative policy. A student's violation of this policy shall be subject to the consequences as indicated within this policy, as well as other appropriate discipline. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

(8) LIMITATION OF LIABILITY

The district will not guarantee that the functions or services provided through the district's network service will be without error. The district will not be responsible for any damage which the student may suffer, including but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The district will not be responsible for the accuracy or quality of the information obtained through the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system. A student's parents may be held financially responsible for any harm that may result from the student's intentional misuse of the system.

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Administrative Policy 7.41
TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

(1) GENERAL PRINCIPLES

(a) The Milwaukee Public School District shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), or Section 504 Rehabilitation Plan, as required by law. Related services includes assistive technology devices and services as defined below.

(b) Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

(2) DEFINITIONS

(a) The term "related services" means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education.

(b) "Assistive technology devices and services" would clearly be a functional part of the services defined.

1. An "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities.

2. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:

    a. Evaluation of needs of a student with a disability, including a functional evaluation of the child's customary environment;

    b. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;

    c. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

    d. training or technical assistance for a child with a disability or, if appropriate, that child's family; and

    e. training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.

3. Accessible Text: A provision in the Individuals with Disabilities Education Act established the National Instructional Materials Accessibility Standard (NIMAS). The goal is of NIMAS is to promote the development of high-quality source files to be used to create specialized formats for students with print disabilities. Students eligible for accessible text under NIMAS regulations:

   a. IEP Team Responsibility — The IEP Team makes the determination concerning the need and the type of alternative format, based on the evaluations of certified professionals.

   b. Students with Print Disabilities — "Print-disabled" refers to a student's inability to access standard print format. A diagnosis alone does not constitute automatic consideration for "print disability": The IEP Team should consider if the student needs specialized materials to meet IEP goals and to access the general curriculum.

   c. Visual Impairment/Blind — A certified teacher of the visually impaired must conduct functional vision evaluations to determine the implications of the visual impairment on educational and curricular needs.

   d. Timely Manner — If a child with a print disability does need an alternative format for text, the IEP should specify the format to be provided and the assistive technology needed by the student to access the specialized format. All students eligible for alternate format texts must receive them at the same time as non-disabled peers.

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Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on Proposed Administrative Policy 8.52, Bullying, and on Proposed Related Revisions to Administrative Policy 8.28, Student Discipline

Background

1. Every school district should strive to provide a safe, secure, and respectful learning environment for all students in school buildings, on school buses, and at school-sponsored activities. Bullying has harmful social, physical, psychological, and academic impacts on the bullies, the victims, and the bystanders. Districts should consistently and vigorously address bullying so that there is no disruption to the learning environment and learning process.

2. Bullying is defined as unfair and one-sided behavior that involves people of unequal power. Such actions are purposeful and repeated and may include acts of physical, verbal, written, or electronic abuse and aggression, as well as social exclusion. Bullying behavior can occur in writing, verbally, or electronically. This behavior can be perpetrated directly by an individual or by someone engaging in bullying behavior on the behalf of another.

3. Bullying is of great concern in our schools. According to the Center for Disease Control's Youth Risk Behavior survey completed in 2007, approximately 30% of students in grades 6-10 report moderate or frequent involvement in bullying, as a victim (11%), perpetrator (13%), or both (6%). A recent (2008) cyber-bullying survey found that 72% of respondents reported at least one online incident of bullying within the survey year. 85% also report being bullied in schools. Two-thirds of the cyber-bullying victims reported knowing their perpetrators.

4. Adult intervention is also an important concern with bullying. Although 71% of those that bullied other students said that they bullied less when confronted by an adult about bullying, 59% of the students that were bullied did not report the incident, and 90% of students who experienced cyber-bullying did not tell an adult.

5. The effects of bullying are costly. Students who are frequently bullied are at greater risk for depression, anxiety, low self-regard, poor school attendance, and poor concentration. Students who engage in bullying are at risk for poor school performance, continued aggression, more social-adjustment problems, and proclivity for delinquent or criminal behavior.

6. Bullying has been recognized as a significant problem in our schools, and both the state and federal governments are responding. Currently, legislation is pending in the US House of Representatives to amend the Safe and Drug-Free Schools and Communities Act to include bullying- and harassment-prevention programs. In Wisconsin, Senate Bill 202 was introduced in May 2009, requiring schools to adopt bullying-prevention policies.

Administration's Analysis

7. Regional and individual schools surveys document that bullying is a problem in our schools. Almost 30% of students surveyed indicated that they were bullied at school or on their way to or from school. Ten percent of those surveyed in 2003 stated that they stayed home from school to avoid bullying. Only 41% of students thought the school staff was aware of bullying in their schools. (Statistics taken from Midwest Regional Survey conducted in 2003.)

8. Research on effective methods of addressing the problem of bullying in schools identifies the need for interventions that increase adult knowledge and intervention, minimize rewards for coercive behavior, forge socially responsible peer norms, and support efforts to improve social-emotional and behavioral skills (Frey, Hirschstein, Edstrom & Snell, 2009).

9. There has been an increased need reported by MPS schools to address this problem within their buildings. Over the past two years, at least 25 schools have requested training or resources from the MPS Violence Prevention Team on this issue.

10. A district policy would help unify administrative actions regarding bullying in schools throughout the district. Such a policy would also provide a basic framework that schools can use to build their school-wide policies and procedures regarding bullying. This policy will also place Milwaukee Public Schools in compliance with state law SB154 and pending federal legislation.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

12. The 2010 Senate Bill 154 has been recently passed by the State legislature to support school safety related to bullying-prevention.

13. This policy requires revision to Administrative Policy 8.28, Student Discipline, under the examples of conduct that violates the code.

14. This item is also requesting creation of Administrative Policy 8.52, Bullying.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. The "Code of Conduct and Discipline Chart" in the *Parent/Student Handbook on Rights, Responsibilities and Discipline* will be modified to include Action Levels 1-4 for bullying behavior under the section entitled "Physical Safely/Mental Well-being (non-criminal acts)."

17. A section on the policy on bullying will be added to the *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

18. School district personnel violating Administrative Policy 18:52 shall be disciplined in accordance with the guidelines established through collective bargaining agreements or disciplinary action established by policy or practice.

19. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, or other normal means used for communication of new district policies.

20. The district will make available evidence-based resources and comprehensive research-based programs to address bullying. Program support may include coaching, training, surveys and evaluation tools, staff training, student skill-training, and program implementation support. Currently, these supports are available from the MPS Violence Prevention Program/Special Services, although it is anticipated the need for these services will increase as this new policy is implemented. Additional positions are currently not funded.

Committee's Recommendation

Your Committee recommends that the Board adopt Administrative Policy 8.52, Bullying, and revision to Administrative Policy 8.28, Student Discipline, Section (5)(f):

Administrative Policy 8.52

BULLYING

History		
Previous Coding		
Legal Ref.		
Contract Ref.	MTEA Contract (Teachers, School Aides)	
Cross Ref.	Handbook on Student Rights and Responsibilities	
Admin. Policy	8.17	School Rights, Responsibilities and Discipline
	8.19	Student Conduct
	8.22	Alcohol Use by Students/Student Drug Abuse
	8.23	Weapons in the Schools
	8.31	Student Suspension
	8.32	Student Expulsion
Admin. Proc.	8.28	Student Discipline

(1) GENERAL PRINCIPLES

The Milwaukee Public Schools is committed and dedicated to the task of providing a safe environment for students to attain high academic standards and to promote healthy human relationships. Bullying behavior interferes with this mission by obstructing the school district's ability to maintain the safety or welfare of students and staff. Bullying interferes with students' ability to learn and with the teachers' ability to educate students in a safe environment.

(2) DEFINITION

(a) Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying may be repeated behavior and involves an imbalance of power. Bullying may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, national origin, race, ethnicity, religion, gender identify, physical attributes, physical or mental ability or disability, and social, economic or family status.

(b) Bullying behavior can be:

- physical (assault, hitting, kicking, theft, etc.);
- verbal (threatening or intimidating language, name-calling, cruel rumors, racist remarks, etc.);
- indirect (spreading rumors, social exclusion and isolation, using technology in a hurtful manner — cyber bullying) Cyber bullying includes, but is not limited to, use of email, instant messaging, text messages, digital pictures or images, cell phones, or website postings;
- bullying by proxy (i.e., someone engaging in bullying through another or on behalf of another); or
- between students and students, students and adults, or adults and adults.

(3) PROHIBITION

Bullying behavior by either an individual student, a group of students, or an adult is prohibited in all schools, school district buildings, educational environments, and on school district property, including any property or vehicle owned, leased, or used by the school district. Educational environments include, but are not limited to, every activity under school supervision. Bullying and harassment of students or school employees is also prohibited when perpetrated through the use of data or computer software that is accessed through a computer, computer system, computer network, or other electronic means of communication. Students' out-of-school speech or behavior that results in a "substantial disruption of the learning environment" is also prohibited.

(4) PROCEDURE FOR REPORTING AND INVESTIGATION OF BULLYING

(a) It is the responsibility of all students, school staff members, and concerned individuals who observe or become aware of acts of bullying to report these acts confidentially to a member of the school staff or administration.

(b) The school district will act to investigate all complaints of bullying and will take appropriate action against any student or employee of the district who is found to have violated this policy.

(c) All schools will follow these procedures for handling reports of bullying:

- All staff may receive reports of bullying.
- All reports of bullying must be placed on an Incident Referral Form, which is to be sent to the principal/school leader. If the report is regarding an employee, the principal shall investigate and take appropriate action under the Employee Code of Conduct, Administrative Policy 6.07.
- Parents/guardians of the accused and the accuser shall be notified by the principal/school leader that a report has been made.
- The principal/school leader will investigate the report and make a finding. If necessary, the principal/school leader shall impose appropriate consequences.

(d) Individuals making such reports will be supported and protected against potential retaliation for making such a report.

(e) The school district will also take appropriate action against any student or employee of the school district who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such bullying.

(f) The school and the district shall keep the complaint confidential for both the accused and the accuser, to the extent permitted by law.

(5) SANCTIONS AND SUPPORTS

(a) Where it is determined that a student has participated in bullying behavior in violation of the policy, the school district may take disciplinary action including suspension, expulsion, and/or referral to law-enforcement officials for possible legal action, as appropriate.

(b) The school district will also take appropriate action against any student of the school district who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such bullying.

(c) Whenever possible, attempts will be made to use disciplinary alternatives for students who engage in bullying or who retaliate against a student who reports a bullying incident.

(d) The district will make available evidence-based resources and comprehensive research-based programs to address bullying. Program support may include coaching training, reporting templates, surveys and evaluation tools, staff training, student skill training, and program-implementation support.

(e) Employees found to have participated in bullying behavior or to have been aware that bullying was taking place and failed to report the behavior are considered to be in violation of the prohibition expressed by the policy and may be subject to disciplinary action.

(6) DISCLOSURE AND PUBLIC REPORTING

(a) This policy will be annually distributed to all pupils enrolled in the school district, their parents and/or guardians, and employees, in the *Parent/Student Handbook on Rights, Responsibilities and Discipline*. It will also be distributed to charter and partnership schools and organizations in the community having cooperative agreements with Milwaukee Public Schools. The school district will provide a copy of the policy to any person who requests it.

(b) Records will be maintained by the Department of Parent and Student Services on the number of bullying incidents reported through the Incident Referral Form.

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Administrative Policy 8.28
STUDENT DISCIPLINE

(5)(F) CONDUCT THAT VIOLATES THE CODE

Examples of Conduct That Violates the Code	Definition	Action Levels Min	Max
Weapons			
Guns	Possession of, use of, or threat to use a gun.	4	4
Other Weapons	Possession of any object which by its design and intended purpose is to inflict bodily harm	4	4
Illegal Drugs and Alcohol	Possessing, having under one's control, or using any controlled substance/alcoholic beverage	3	4

Gang Activity			
Gang Symbols	Disruption and intimidation caused by gang symbols on materials, jewelry, or clothing.	3	3
Posturing	Gang posturing which provokes an altercation.	2	4
Fighting	Involvement in a gang-fighting exchange of blows	2	4
Assault	Verbal or physical threat with intent to place a person in imminent danger of harmful or offensive contact without the person's consent.	4	4
Personal Threat	Intent to do bodily harm, threats	1	3
Bullying	Unfair, one-sided, repetitive, unwanted deliberate harming of another with unequal power through physical, verbal, cyber or proxy bullying.	1	4
Fighting			
Pushing and shoving		1	4
Exchange of physical blows.		2	4
Verbal Abuse			
Profanity	The use of language, either written or spoken, or conduct or gestures which are obscene, lewd, profane, vulgar, or sexually suggestive	1	4
Harassment	Disturbing by pestering, tormenting, or threatening.	1	4
Repeated Classroom Disruption	Confronting staff argumentatively, throwing objects, refusing to follow directions, or making loud noises.	1	4
Chronic Disruption by Violation of School Rules	Behavior that disrupts the educational process of others by involvement in misconduct that recurs on a regular basis over a period of time	2	4

Action Level Key:

1	Conference/Intervention	3	Referral to the Division of Parent/Student Services
2	Suspension	4	Expulsion recommendation

[Balance of Policy remains unchanged.]

Adopted with the roll call vote on the balance of the Committee reports.

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COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

The Board next took up the two communications from the Superintendent that had been set aside earlier in the meeting.

(Item D) Update on Collective Bargaining Negotiations Strategy with Respect to Contract Negotiations with MPS Bargaining Units

(Item E) Development of a Negotiating Strategy for the Possible Lease Or Sale of Surplus MPS Property

Director Miller moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the item; and pursuant to Wisconsin Statutes, Section 9.85(1)(e), for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Spence—1.

The Board retired to executive session at 9:52 PM.

The Board reconvened in open session at 11:38 PM.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start office staff participated in a training that focused on enrollment, eligibility, and income verification on June 3. The training was conducted by a national Head Start trainer from Western Kentucky University.

2. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on June 3. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

3. The Head Start Coordinator, managers, and Performance Support Specialist Team Lead conducted site visits at MacDowell and Craig Montessori on June 4. The site visits were to explore integration of Head Start and Montessori.

4. The Head Start Coordinator participated in a Gwen T. Jackson model site meeting on June 7. The meeting was held to discuss current and future programming and practices.

5. The Health, Mental Health, and Disabilities Manager attended the monthly district Parent Involvement Committee meeting on June 8 to discuss, plan, and collaborate at the district level related to programs and activities to engage and increase parental participation.

6. The Head Start Coordinator participated in a Screener Committee meeting on June 8. The purpose of the meeting was to select a district-wide screener.

7. A Head Start staff meeting was held on June 8 to discuss program updates, enrollment, health compliance, and school-year closing procedures.

8. The Health Team met on June 8. The meeting focused on health, mental health, disabilities, and nutrition program updates, as well as school-year closing procedures.

9. The Head Start Coordinator participated in a Core Health Services meeting on June 9. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

10. The Head Start Coordinator participated in a PeopleSoft ePerformance drop-in session on June 9. The session focused on entering staff evaluations into the new electronic staff-evaluation tool.

11. An ERSEA/FPA meeting was held on June 9. The meeting focused on enrollment, attendance, recruitment, health compliance, Family Partnership Agreement follow-ups, and school-year closing procedures.

12. The Head Start Coordinator participated in Elementary and Secondary Education Act (ESEA) 2010-2011 Consolidated Improvement Plan meetings on June 10, June 17, and June 24. The focus of the meetings was to plan and prepare for the 2010-2011 Department of Public Instruction visit.

13. Management meetings were held on June 11 and June 25. The meetings focused on program updates, changes, and Policy Council meeting planning.

14. The Head Start Policy Council met on Saturday, June 12.The meeting focused on program updates and federal and state grant application approvals.

15. The Head Start Coordinator participated in an Early Childhood staff meeting on June 14. This meeting focused on updates and planning for early childhood programs.

16. The Head Start Coordinator attended a strategic planning meeting on June 15. The meeting focused on a district-wide grant opportunity to develop partnerships for violence prevention.

17. The Head Start Coordinator participated in a Department of Educational Services Project Team meeting on June 15. The meeting was held to allow time for Department of Educational Services Project Teams to meet and plan.

18. Head Start staff participated in a course on culturally responsive teaching and learning on June 21 through June 25. The course focused on strategies and the meaning of cultural responsiveness in the classroom.

19. The Policy Council will meet on Wednesday, July 28, 2010, at 10:00 a.m. at Central Services.

Services Provided

20. On-site dental exams were completed at six schools: Auer, Dover, Kluge, Sherman, and Westside Academy.

Enrollment

21. As of June 14, 2010:

- 1,020 students had enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year

- 51 students had enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2009-2010 school year.
- 706 students have enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year.

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(Item 2) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

1. Long-time MPA Executive Partner and MPS Superintendent William Andrekopoulos has announced his retirement, effective July 1, 2010. MPA Co-Executive Director Sue Apps and several other MPA members were in attendance at the retirement celebration. Mr. Andrekopoulos was presented with an award from the MPA in honor of his outstanding service as an MPA Executive Partner and dedicated efforts to improve the academic performance of Milwaukee's children.

2. Several MPA staff and partner members attended one of multiple overview sessions of the Comprehensive Literacy Plan conducted by MPS for staff, families, and members of the public. Dr. Catherine Thome, member of the Implementation Team and MPS's Director of Educational Services, presented an overview of the Plan to the Implementation Team at its June meeting, at which questions on the Plan were answered, information was discussed in more detail, and ideas were shared concerning communication about the Plan and what the MPA might be able to do to support the Plan.

3. Deb Lindsey, member of the Implementation Team and MPS's Director of Research & Assessment, shared information with the Implementation Team on an MPS proposal for a school leadership grant from the U.S. Department of Education for an instructional leadership enhancement and development project focused on turnaround capacity. The role of the MPA would be to participate on a Leadership Advisory Council that would meet regularly to review the data and to talk about the successes and obstacles and how to overcome the latter.

4. Dr. Christine Anderson, NEA Foundation Grant Principal Investigator, shared an update with the Implementation Team on the NEA Foundation Grant to close the achievement gaps in MPS.

5. Work has continued on the "Essential Information for Parents" bulletins project.

<u>Comprehensive Literacy Work Group Update</u>

6. Diane Rozanski from MPS Learning Technologies shared information regarding online learning options through Moodle, the district's online learning community. Discussion took place concerning various points to consider, mainly relative to content and implementation. Individuals that are certified as EDC online instructors are being identified.

7. Work Group and Balanced/Developmental Literacy Subgroup member and MPS Literacy Curriculum Specialist, Sharonda Robinson, shared with the Work Group her idea for planning the professional development. Individuals with 316, 317, or 300 licensure will be contacted concerning participation on the Professional Development Module Design Team. Representatives from higher education will participate in feedback on these modules.

8. Work has continued on creating coursework at the university level to prepare teachers to work in MPS. Universities have embraced the MPS Comprehensive Literacy Plan.

9. To ensure that more teachers are trained, Diane Rozanski will help to create online professional development courses. The Work Group hopes to get some of the core concepts embedded in university training for teachers. Universities will review the online courses for accreditation to help teachers move forward with 316, 317, and 300 licensure.

10. Discussion was held concerning updating the work plan.

Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

11. On May 27, Dr. Carl Hanssen from Hanssen Consulting, the external evaluator for the MMP, presented the MPS research brief on the MMP, "The Relationship Between MMP Involvement and Student Achievement," which was open to the public.

- The MMP is in its seventh year.
- Phase II NSF funding has a heavy focus on research and evaluation. This work involves the attempt to quantify involvement in the MMP and relate that to student achievement.
- Initial results suggest that involvement is a predictor of student achievement — most notably between the no-involvement and other groups (high-, medium-, and low-involvement).
- Increased levels of involvement show a trend of increased average percentage of students proficient.
- Future analyses will examine achievement growth as well as further refine the involvement metric. The questions, discussion, and feedback from attendees will aid future analyses.

Several MPA staff and Implementation Team members were among those who attended the presentation.

12. Math teachers, math teacher leaders (MTLs), and learning team members across the district took part in the Social Network Analysis Survey (SNA), which is part of the MMP evaluation and is intended to help document the nature of collaborative networks within schools. They also completed the MMP online survey.

13. MTLs and approximately 100 math teachers in grades 3 through 8 and grade 10 participated in the Math Knowledge for Teaching Assessment (MKT). The MKT is a multiple-choice math test designed to assess teachers' mathematical knowledge for teaching. An important part of the MMP evaluation, it is useful for documenting MMP impacts.

14. MTL meetings were conducted on May 18 and 20.

- The content session addressed proportional reasoning and included examination and discussion of student work and the traits that might be demonstrated to show understanding.
- The assessment session addressed understanding the similarities and differences between learning intentions and success criteria. Different types of feedback activity and their purposes were reviewed, with a focus on effective feedback.
- The leadership session focused on leading effectively and included coaching purposes, cues, and cautions, as well as the coaching skill of paraphrasing. MTLs reflected on the 2009-2010 leadership sessions and identified what increased their personal leadership capacities the most. Feedback was requested from MTLs on how to continue supporting them in their role as leaders of mathematics.
- Everyone completed the online MTL survey regarding their work in the schools.

15. Math professional development is set to take place during the summer. Enrollment was filled to capacity within two hours.

16. For additional information on the work of the MMP, please see the attached May 2010 issue of "The MMP Messenger."

Professional Development

17. MPS and Cardinal Stritch University are collaborating to offer an online professional development graduate-level course — PE is Academic— this summer, which is designed to provide physical education specialists and classroom teachers with resources to increase the physical activity of their students while improving academic support. Participants will also be exposed to resources that will demonstrate how academic subjects can be supported by physical education teachers.

NEA Foundation Grant Update:

18. The "Stardust Teacher" winners and runners-up were honored at the NEA Focus Schools Data Celebration. An exceptional teacher from every NEA Focus School was nominated by each school's selection committee. Winners were selected based on information supplied on the nomination forms, including exceptional qualities, skills, dispositions, and more.

Winners: Claudia Morris (Browning)
William McMurtrey (Burroughs)
Jane Gordon (Gaenslen)
Cathleen Montemurri (Hopkins)
Luis Rodriguez (Kagel)
Garry Lawson (Keefe)
Phebe Smith (McNair)
Delois Brown (Metcalfe)
Jonathan Jagemann (Pulaski)
John Herman (South Division)
Kerry Goggins (Wedgewood Park)
Karen Meyer (Wheatley)

Runners-Up: Roxanne Turza (Bryant)
Ryan Meier (Custer)
Tanya Evans (Green Bay)
Angela Davis (LaFollette)
Godwin Ebije (James Madison Academic Campus)
Renee Roewer (Milwaukee Education Center)
Adrian Wade (Northwest Secondary)
Katrese Mabon (Sherman)

19. The 2009-10 NEA Focus Schools Data Celebration was held on May 22 at The Wisconsin Club. Four learning team members from each NEA Focus School were invited along with their Stardust Teachers. There were 109 in attendance. Deb Lindsey, MPS Director of Research & Assessment, reviewed the grant goals for closing the achievement gaps and presented data for celebration of some of the hard work and accomplishments of the staff and students in the 20 NEA Focus Schools:

a. Ten schools saw overall increases in reading-proficiency rates from Fall 2007 to Fall 2009 — James Madison Academic Campus, Burroughs, Sherman, Hopkins, Wedgewood Park, Bryant, South Division, Custer, Keefe, and Kagel.

b. Six schools saw improvements in reading proficiency in specific grades — LaFollette (grade 4), Metcalfe (grades 3 & 7), Gaenslen (grades 3 & 4), Browning (grade 3), McNair (grades 3 & 4), and Wheatley (grades 5 & 6).

c. Thirteen schools saw overall increases in math-proficiency rates from Fall 2006 to Fall 2008 — Wedgewood Park, Burroughs, Hopkins, Sherman, Kagel, Keefe, LaFollette, South Division, Bryant, James Madison Academic Campus, Metcalfe, Northwest Secondary, and Custer.

d. Five schools saw improvements in math proficiency in specific grades — Milwaukee Education Center (grade 8), Gaenslen (grades 3, 4 & 5), McNair (grades 3 & 6), Wheatley (grade 6), and Browning (grade 3).

e. Five schools have reading growth (value-added tier) above the district average from Fall 2008 to Fall 2009 — Kagel, Keefe (elementary), Metcalfe (elementary & middle), Sherman (elementary & middle), and Wedgewood Park.

f. Six schools have math growth (value-added tier) above the district average from Fall 2008 to Fall 2009 — Kagel (elementary), Keefe (elementary & middle), Metcalfe (elementary & middle), Sherman (elementary & middle), McNair (elementary), and Wedgewood Park.

g. Most NEA Focus Schools showed improvements in attendance, increasing an average of 1.4 percentage points, compared with 0.6 percentage points district-wide. Focus Schools with increases YTD over last year include Custer, McNair, Burroughs, Wedgewood Park, LaFollette, Wheatley, James Madison Academic Campus, Keefe, Hopkins, Kagel, Sherman, Northwest Secondary, South Division, Gaenslen, and Metcalfe.

h. On average, NEA high schools saw a 7.0 percentage-point increase in graduation rate. Focus Schools with improved rates since 2005-06 are James Madison Academic Campus, Pulaski, and South Division.

i. According to the MPS School Climate Survey conducted in the areas of environment, rigor, safety, and governance:

- Ten NEA Focus Schools had improvements in parents' perceptions of school climate — Burroughs (all 4 areas), Custer (all 4 areas), Gaenslen (all 4 areas), Keefe (all 4 areas), South Division (all 4 areas), Kagel (3 areas), James Madison Academic Campus (3 areas), Browning (rigor), Green Bay (safety), and Wheatley (governance).

- Eleven NEA Focus Schools had improvements in students' perceptions of school climate — Burroughs (all 4 areas), Gaenslen (all 4 areas), Kagel (all 4 areas), Custer (3 areas), Sherman (3 areas), Northwest Secondary (safety & governance), Keefe (rigor & governance), Pulaski (governance), Metcalfe (safety), Browning (governance), and Bryant (governance).

- Eleven NEA Focus Schools had improvements in staff's perceptions of school climate — Burroughs (all 4 areas), LaFollette (all 4 areas), Milwaukee Education Center (all 4 areas), Wheatley (3 areas), Bryant (3 areas), McNair (3 areas), Kagel (3 areas), Wedgewood Park (rigor & safety), Gaenslen (rigor & safety), Green Bay (rigor & safety), and Hopkins (environment & safety).

j. School culture is changing, as experienced by students, staff, and parents in many NEA Focus Schools.

k. Student achievement in reading and math is improving in many NEA Focus Schools.

20. NEA Focus Schools on the SIFI (Schools Identified For Improvement) list that are now listed as "Improved" (having met Adequate Yearly Progress this year) are Browning, Keefe, Metcalfe, and Sherman. These schools need only meet Adequate Yearly Progress in the categories missed for another year and they will be off the SIFI list. Eight NEA Focus Schools have already worked themselves off the SIFI list — Bryant, Gaenslen, Green Bay, Kagel, James Madison Academic Campus, McNair, Northwest Secondary, and Wedgewood Park.

21. Thanks to a U-PACE grant from UWM, a pilot project is being put together through which 30 MPS students will receive three free college credits by participating in online psychology or math courses with a number of wrap-around services including a university mentor. The project also intends to eliminate any need for remedial coursework after high-school graduation. The project will involve 15 students each from Riverside and South Division high schools.

22. The NEA Foundation will be awarding a $20,000 grant to Growing Power, Inc., which will support the training of 10 MPS educators and 20 MPS students in the practice of sustainable urban agriculture. Prior to Growing Power's National-International Urban & Small Farm Conference in September, MPS teachers and students will participate in a two-day intensive, hands-on workshop where they will learn how to plan, develop, operate, and sustain community food projects. During the three-day "Food to Action" track of the conference, they will hear from practicing theorists, educators, community organizers, and health and nutritional experts and will experience the transformation and interconnectedness that is necessary to design and implement collaborative student/food projects. They will also receive year-long training and support from Growing Power, based on the lessons learned.

23. Planning is in progress for the Fall 2010 Professional Development Day for the NEA Focus Schools.

24. Production of the video showcasing the work of the NEA Foundation Grant and Focus Schools in Milwaukee has been completed. It includes partnerships with MPA partners. The video will be presented at the Minority and Women Concerns Caucus at the NEA Convention, the NEA Foundation's Closing the Achievement Gaps Grants site convening in Washington, DC, and the Fall 2010 Professional Development Day for NEA Focus Schools.

* * * * *

(Item 3) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

May 2010

- Corrective Action Plan Action Team for Partnership Trainings

  Milwaukee Public Schools has chosen to embrace the work of Joyce Epstein in regard to the Action Team for Partnerships. All MPS schools were asked to develop an Action Team for Partnership. During the month of May, there were a total of nine schools trained on the Action Team for Partnerships model. Currently, all 198 schools have been trained on the Action Team for Partnership model.

- Corrective Action Plan — Attendance (CAPA)

  During the month of May, cluster members discussed attendance updates, celebrations, and success stories. There was also an in-depth discussion on partnerships. The summer Enrollment Marathon was also discussed. (The cluster meetings were held in various locations. Dates and times are based on the individual needs of each cluster.)

May 6, 2010

- District Advisory Council Meeting — Central Services Auditorium

  During the May DAC meeting, Alberto Retana, Director of Community Outreach, U.S. Department of Education, gave a presentation on the "Blueprint for Reform."

May 19, 2010

- Families First: District Parental Involvement Professional Development — Central Services Auditorium

  On every third Wednesday of the month, parents are provided with an opportunity to gain knowledge about topics that will help them support their children's academic success. In the month of May, a summer resource fair was held. Families were given the opportunity to visit informational booths and sign their children up for summer programs. Entertainment was provided by Humboldt Park and Hamilton students.

District Parent Resource Center: Phillis Wheatley

The following classes were provided for parents at Phillis Wheatley:

- Technology Classes:
  - — Parents were able to use computers to access the internet for electronic MPS resources such as the Parent Assistant, District Event Calendar, Parent Involvement Calendar, School Communication, Family Involvement Policy and School-Family Compact, and School Improvement Plan, just to name a few.
  - — In addition, parents learned how to create documents, spreadsheets, and presentations using various Microsoft programs such as Microsoft Excel, Power Point, and Word.
  - — The Phillis Wheatley Parent Center used the Mavis Beacon Typing Tutor to help parents improve their typing skills.
- Methods to Help Your Child Succeed:

  In these sessions parents learn about games, activities and strategies to use at home to help their children succeed academically as well as socially. The focus areas were as follows:
  - — Life Skills: Highlight effective thinking skills while making connections between strategies used in games and situations in real life. This will also reinforce critical thinking, problem solving, and social skills.
  - — Science Lab: Learn fun and educational projects that can be done at home. Easy-to-follow science experiments.
  - — Academic Reinforcement: Learn what is being taught in the classroom and how parents can reinforce those lessons and increase their children's comprehension in the core subject areas, such as reading, math, science, and social studies.

District Parent Resource Center: Walker Multiplex

The following classes were provided for parents at Walker Multiplex:

- Tuesdays and Thursdays: Easy math for parents/guardians who wanted to learn how to help their children in grades K-12.
- "Hands-on Science" was provided for parents who were eager to learn about the concept of "What is Science, and Where, When, and How do we find it?" Of course, very small projects were done with parents. We taught parents the same concepts that their children were learning in the classroom. We used the Verizon Program provided by the Technology Center, which comprises lesson plans, games, and projects for grades K-12.
- Resources: Parents/Guardians were provided with information related to their needs, such as where to go if they did not have medical insurance or the immunization requirements for their children, how to buy a home, and what to do if they were unable to pay their electric bills.
- Last but not least, we provided parents an opportunity to share their children's achievements as well as their own achievements.
- We also offered English as a Second Language to parents who were interested in learning English.

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President for June 2010

During the preceding month, the President:

1. met with incoming superintendent Dr. Thornton on numerous MPS issues;
2. attended reception for MPS students at War Memorial ceremony sponsored by the Running Rebels;
3. was interviewed by various news stations and radio stations regarding MPS budget;
4. met with DPI staff on financial issues; and
5. met with cluster of schools in the MEC region to discuss school options in the Douglas facility.

* * * * *

COMMUNICATIONS AND PETITIONS

The Board Clerk presented the following communications:

(Item A) Communication 1011C-001 from Thomas K. Phillipson Requesting a Hearing Regarding Wisconsin Administrative Code, PI 11, and the Implementation of the *Language!* Program

W.E. C.A.N, Inc
Wisconsin Exceptional Children Advocacy Network
2903 West Cherry Street Milwaukee, WI 53208
414-342-4375 WeCanNet@InBox.com

May 26, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, Wi 53210

Dear Sirs:

I request a public hearing to discuss services denied and attempts to get services for two students in Milwaukee Public Schools ••••• •••••, a fourth grader at ALBA, and ••••• •••••, a second grader at Carson Academy.

••••• had an IEP for speech and language and Mother asked for services for reading, writing, and mathematics. The IEP team refused to find ••••• eligible for Specific Learning Disabilities because of the 1.75 significant discrepancy 'rule.' And in Mother's opinion, in retaliation, took away his Speech and Language eligibility. Mother requested a Collaborative Support Team meeting to address •••••'s needs. A meeting of the CST was not scheduled until after a complaint was filed under the Parent Dispute Resolution System. The CST has not been fruitful. ••••• will not be promoted to fifth grade because he has not mastered the fourth grade material.

••••• was turned down for Specific Learning Disability. So her IEP is only for Speech and Language. She also was turned down because of the 1.75 significant discrepancy 'rule.' Mother will try to get help for ••••• by asking that reading, writing, mathematics, and comprehension be added to •••••'s IEP. Mother has also requested a CST meeting.

The 1.75 rule is still in the Wisconsin Administrative Code, PI 11 seven years after the Individuals with Disabilities Act (IDEA) was amended to remove the requirement. The Department of Public Instruction drags its feet on sending the revision of PI 11 to the legislature. DPI, however, has sent a bulletin to all school districts saying that they can ignore the 1.75 'rule.' MPS still slavishly follows the 1.75 'rule' which denies services in all but about 12 schools. Board action may be required to halt this hurtful practice.

The Collaborative Support Team process is haphazard. In some schools, with dedicated School Psychologists, the CST process works well. In other schools the CST observes no time lines or other standard procedures. The Board should consider adopting Policies and Procedures that cover CSTs. If MPS had a successful CST process in every schools MPS could reduce to number of IEP meetings. These meetings are held at great expense to the district.

Please consider including as part of the MPS Legislative Agenda support for the change in PLll to remove the 1.75 'rule' from state law and support using Response to Intervention, RTl, which is already used in a handful of MPS schools, to all our schools.

Please also use part of the MPS federal flow through money called CEIS to modify the contract with Sopris West for the *Language!* Program, Rebuilding Literacy in America's Schools. The present contract, I have been advised, offers *Language!* only to children who have IEPs. Federal CEIS money is specifically designed to help children make enough progress so that they do not fall so far behind that they may never catch up, but finally do qualify for an IEP. At great expense to MPS. This offers a creative way to use federal flow through money to reduce the number of children with IEPs.

Sincerely yours,

Thomas K. Phillipson

Referred to the Committee on Parent and Community Engagement.

(Item B) Communication 1011C-002 from Thomas K. Phillipson Requesting a Hearing Regarding IEP Team Training and Compliance with Federal Rules

W.E. C.A.N, Inc
Wisconsin Exceptional Children Advocacy Network
2903 West Cherry Street Milwaukee, WI 53208
414-342-4375 WeCanNet@InBox.com

May 26, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, Wi 53210

Dear Sirs:

I request a public hearing on my letter of May 26, 2010 concerning denial of services to ••••• ••••• and ••••• •••••, how the 1.75 "rule" is used to deny services, the haphazard Collaborative Support Team process, and allowing children to use the *Language!* program if they do not have an IEP (Individual Education Plan). I also request a public hearing on how MPS applies the January 14, 2009 letter from DPI (Wisconsin Department of Public Instruction) that states, "special education and related services are based on the identified needs of the child and not on the disability category in which the child is classified."

In the letter of May 26 I reported how ••••• had been found eligible for an IEP on May 25 for Speech and Language Impairment but that the 1.75 "rule" was used to deny her Specific Learning Disabilities. •••••'s parents, Mr & Ms ••••• and ••••• ••••• asked for another IEP meeting to address •••••'s needs. The meeting was held on June 8 at which I distributed the January 14, 2009 letter from DPI. It cited Vol. 71, No. 156, Federal Register, page 46549.

The parents and I were shocked to learn that none of the members of the IEP team had been made aware of the letter which MPS Special Education leadership had known about for over a year. The hero of the day was Mr. Gregory Tolbert, the Principal at Carson Academy. After he read the letter from DPI, Mr. Tolbert asked the IEP about ••••• needs. He was told that she had needs in reading, writing, comprehension, and mathematics. Mr. Tolbert suggested that the team add appropriate goals to ••••••'s IEP. They enthusiastically changed the IEP.

How can we be assured that all IEP teams will follow the rules in the Federal Register? How can we be confident that all members of IEP teams will be trained properly?

Sincerely yours,

Thomas K. Phillipson

Referred to the Committee on Parent and Community Engagement.

* * * * *

RESOLUTIONS

1011R-006

by Director Bonds

WHEREAS, Since the inception of the Milwaukee Board of School Directors' benefit plans, the staffing, recruitment, and fiscal needs and resources of the district have changed significantly; and

WHEREAS, The cost of the district's health insurance has gone from $76.5 million in 1998 to nearly $213 million in the 2008 fiscal year; and

WHEREAS, The district continues to operate under various fiscal constraints, such as under-funded state mandates, which place a strain on the district's ability to meet its education objectives and requirements; and

WHEREAS, Currently, MPS, like other public entities, offers a high- and low-cost option for healthcare; and

WHEREAS, Unlike other public employers, however, MPS does not require any premium payment for the high-cost plan; and

WHEREAS, Having to pay a premium will create an incentive for employees to choose the lower-cost plan, while maintaining the option to purchase another plan if that better meets the employee's needs; and

WHEREAS, Wisconsin State Statute Chapter 111.70, Employment Relations, indicates that healthcare benefits are subjects of mandatory bargaining; and

WHEREAS, Currently, MPS unions have the "right to select" the vendor for the health insurance plan and are the third-party administrator who chooses the higher-cost health insurance provider; and

WHEREAS, MPS is finding that this takes away any potential competitive bidding to lower the cost of providing healthcare to its employees; and

WHEEAS, The recent report on MPS by the McKinsey firm indicated that approximately $16 million dollars could be saved if more staff chose the lower-cost healthcare plan; now, therefore, be it

RESOLVED, That the Board direct the Administration to lobby for change in the state statutes to remove healthcare benefits as a mandatory subject of bargaining; and be it

FURTHER RESOLVED, That the Board direct the Administration to bargain for the Milwaukee Board of School Directors to have the "right to select" the third-party administrator in choosing the healthcare plans offered to district employees; and be it

FURTHER RESOLVED, That the Administration report the results of such activities back to the Board no later then the September 2010 Board cycle.

Referred to the Committee on Legislations, Rules and Policies.

1011R-007

by Director Bonds

WHEREAS, Board Rule 3.01(1)(a), Board Appointed Officials, states that, "the Milwaukee Public Schools functions within an administrative structure mandated by Board policy, which provides for the superintendent of schools to serve as the chief administrative officer and for the director of the Office of Board Governance to serve as staff for the Board"; and

WHEREAS, Pursuant to Wisconsin Statutes, Section 119.32(1), "The board shall elect by roll call vote at a regular meeting a superintendent of schools whenever that office becomes vacant"; and

WHEREAS, During its annual Organizational Meeting, the Board appoints its other executive official, the Board Clerk/Director, Office of Board Governance; and

WHEREAS, Board Rule 3.01(a) states the Director, Office of Board Governance, is responsible, under the direction of the Board, for all Board governance functions involving day-to-day operations of the Board office and educational, financial, and operational audits; and

WHEREAS, Board Governance Rule 3.05(2)(a), Director, Office of Board Governance's Role, Board Staff, states, "The director of the Office of Board Governance shall have authority to appoint, subject to approval by the Board, all Board staff assigned to his/her supervision and management by the Board and such other personnel as authorized by the Board"; and

WHEREAS, Currently, Board Rule 3.01(2)(e), states that the Superintendent "has the sole right of nomination for employment and promotion of education and business department personnel, subject to the authority of the Board to accept or reject any nomination. In the case of rejection, the Board may request another nomination"; and

WHEREAS, There are critical times during the year, specifically during summer, that critical appointments need to be made in preparation for the upcoming school year; and

WHEREAS, The Board needs to be sure that the district can continue seamless operations in the event that one of its two executive positions are vacant; now, therefore, be it

RESOLVED, That, in the event that the position of superintendent is vacant, and there is a period of time before a new individual is appointed, the Board Clerk/Director of Office of Board Governance, be allowed to bring forward to the Board for its consideration administrative appointments during that transition period; and be it

FURTHER RESOLVED, That this change become effective upon the Board's approval, and that Board Rules and governance polices be updated to reflect the change in operation.

Referred to the Committee on Legislations, Rules and Policies.

1011R-008

by Director Blewett

WHEREAS, The *Working Together, Achieving More* Action Plan to Improve Milwaukee Public Schools states as a core belief that the classroom is the most important place in the district; and

WHEREAS, Student Achievement Guarantee in Education (SAGE) provides funding to schools to lower the class size in K5–Grade 3 and to provide other assistance; and

WHEREAS, To participate in the SAGE program, a school must have a low income rate of at least 30 percent; and

WHEREAS, In previous years, schools were allowed some flexibility in SAGE enrollment by aiming for a *targeted* enrollment of about 15 students per SAGE classroom; and

WHEREAS, On May 12, 2010, Governor Doyle signed a bill that included a new requirement that all SAGE schools be in total compliance with a strict 18:1 or 30:2 student-teacher ratio; and

WHEREAS, The bill further creates a penalty for schools who over-enroll in SAGE classrooms, whereby even one student over by the third Friday count results in the entire school's losing 100% of its SAGE funding for the school year; and

WHEREAS, Nearly 81% of Milwaukee Public Schools students are considered low-income, with 9.5% of the student body considered English-language learners; and

WHEREAS, Special Education students make up 19.2% of the student body and must be included in the 18:1 or 30:2 ratio, unless they are accompanied by their own teachers; and

WHEREAS, The bill disallows the "no other option clause" which previously allowed for over-enrollment in SAGE; and

WHEREAS, The elimination of the "no other option" clause means that enrollment waivers will no longer be allowed for such conditions as non-proficiency in English, homelessness, parental preference, sibling preference, or attrition, which will ultimately mean that students who truly have no other option may not be able to participate in SAGE programs; and

WHEREAS, Trying to enroll even one student over the student-to-teacher ratio would punish an entire school by depriving it of SAGE funding; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby direct the Office of Board Governance — Department of Governmental Relations to lobby the State of Wisconsin to allow for the ability to create waivers for certain students to allow flexibility in the student-to-teacher ratio in SAGE; and, be it

FURTHER RESOLVED, That the lobbying effort begin immediately upon the Board's adoption of this resolution.

Referred to the Committee on Legislations, Rules and Policies.

1011R-009

by Director Blewett

WHEREAS, In Section II of the *Working Together Achieving More* Action Plan to Improve Milwaukee Public Schools, Goal #4 states that "School staffs are accountable fore high quality teaching and learning, measurable gains in student achievement and fiscal responsibility"; and

WHEREAS, The Milwaukee Board of School Directors recognizes high-quality teachers for all students as a critical factor in student achievement; and

WHEREAS, The Wisconsin Department of Public Instruction (DPI) requires public school teachers to be licensed at the levels and in the subjects of their teaching assignments to ensure that every classroom is instructed with a highly qualified teacher (Wis. Admin. Code § 3.03(10); and

WHEREAS, Teachers with specialty certifications in specific areas, such as, but not limited to, International Baccalaureate (IB), Montessori, and language, many times attain licenses to teach in more than one area; and

WHEREAS, The district invests thousands of dollars yearly in training new and existing teachers in instruction for our most demanded educational programs; and

WHEREAS, To support our traditional specialty schools, as well as our MPS charter schools, in their efforts to provide innovative instruction, the district:

- provides training for teachers in our Montessori schools to ensure that they keep abreast of the changes in Montessori instruction;
- retains our IB certification through training teachers and investing in the longevity of the program; and
- seeks charter licenses for teachers licensed in specific areas and levels to grant schools the flexibility to allow teachers, through their charter licenses, to teach classes both inside and outside of their certification areas; and

WHEREAS, Through investing in specialty schools-required certifications and charter school licensing, our most sought after programs are able to hire licensed teachers and place them according to their strengths and the children's needs; and

WHEREAS, With the high-cost benefit rate, the ability to assign one teacher with multiple licenses to teach more than one area has afforded our schools the opportunity to offer additional services to our students at no extra cost; and

WHEREAS, With the current layoff policies, procedures, and practices, the layoff of one teacher could potentially force our schools with specialty programs to hire teachers unable to assist in the classroom and could also leave some charter schools with two or more vacancies; and

WHEREAS, The process for layoffs may also affect some of our most successful schools, such as those with language-immersion programs; and

WHEREAS, With a limited number of individuals currently employed by the district who can provide the services needed at our schools with specialty programming, we must take all criteria into consideration during layoff by seniority; now, therefore, be it

RESOLVED, That when implementing a layoff, all of a teacher's specialty certifications, licenses, and training in such areas as, but not limited to, IB, AP, language, and Montessori be considered to balance with district needs; and be it

FURTHER RESOLVED, That when individuals on layoff are called back, these same criteria be applied; and be it

FURTHER RESOLVED, This be implemented immediately upon the Board's adoption of this resolution

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 11:48 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 1, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:31 PM.

Present—Directors Blewett (6:55 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

June 30, 2010
2nd Revision

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, July 1, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to consider the following items of business:

1. Action on Recommended Administrative Appointments;
2. Receipt and Action on Various Reports of the Independent Hearing Officers (Student Expulsions);
3. Action on a Communication from the Board Clerk/Director, Office of Board Governance, Regarding the Status of Court Reporters at Meetings of the Milwaukee Board of School Directors and Its Committees;
4. Action on the Adoption of Recommended Textbooks and Instructional Materials;

   With respect to Item 4, above, the Board will take public testimony on the adoption of recommended textbooks and instructional materials.
5. Action on the Purchase of Universal Screeners/Benchmark Assessments for Possible Academic Intervention;
6. Action on a Proposed Contract with Accountemps for Accounting Support for the Administration of Funds Received under the American Reinvestment and Recovery Act (ARRA);
7. Action on a Lease Agreement with the Hmong American Peace Academy at Samuel Morse Middle School;
8. Action on Proposed 2010-2011 School Calendars;
9. Action on a Motion by President Bonds to (a) Discharge the Committee on Legislation, Rules and Policies from Further Consideration of Resolution 1011R-006 by President Bonds to Lobby for Change in the State Statutes to Remove Healthcare Benefits As a Mandatory Subject of Bargaining; and (b) to Immediately Consider and Take Action on Resolution 1011R-006; and

10. Action on a Motion by Director Blewett to (a) Discharge the Committee on Legislation, Rules and Policies from Further Consideration of Resolution 1011R-009 by Director Blewett to Consider All Specialty Certifications, Licenses, and Training in Specialized Areas When Determining Lay-offs; and (b) to Immediately Consider and Take Action on Resolution 1011R-009.

Executive Session Notice

- With respect to Item 1, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(c), which allows a governmental body to go into closed session to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
- With respect to Item 2, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons.
- With respect to Item 10, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters.

The Board may reconvene in open session to take action on matters considered in executive session and to continue with the remainder of its agenda.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on Recommended Administrative Appointments

This item initiated by the Superintendent

Superintendent's Recommendation

The Superintendent recommends that the following individual be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

2(r)	Adrienne Woods	Regional Executive Specialist	Schedule III, Range 14A $103,954

All positions are approved in the current budget unless the position is marked with an asterisk.

Codes:

2 African American
r Resident who must remain resident

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 2) Receipt and Action on Various Reports of the Independent Hearing Officers (Student Expulsions)

Because more than 30 days will have passed between the regular June and July 2010 Board meetings, the 15 reports of the Independent Hearing Officers of the Board of School Directors formulated from hearings held on the following dates and at the specified times are being forwarded under separate cover to the Board for its consideration and determination:

June 23, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
June 24, 2010, at 11:30 a.m. and 2:00 p.m.
June 25, 2010, at 9:30 a.m., 11:30 a.m. and 2:00 p.m.
June 28, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
June 29, 2010, at 11:30 a.m. and 2:00 p.m.
June 30, 2010, at 9:30 a.m. and 2:00 p.m.

These are the final reports of the 2009-10 school year.

Director Woodward moved to approve the recommendations of the Independent Hearing Officers.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 3) Action on a Communication from the Board Clerk/Director, Office of Board Governance, Regarding the Status of Court Reporters at Meetings of the Milwaukee Board of School Directors and Its Committees

This item initiated by the Office of Board Governance

Office of
Board Governance

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Milwaukee Board of School Directors held a special meeting on June 3, 2010, at which it adopted the preliminary Fiscal Year 2011 budget for the Milwaukee Public Schools. At that time, the Board adopted a budget amendment to eliminate court-reporting services for regular Board meetings. In line with the Board's goal of using 21st-century technology to make the operations of the Milwaukee Public Schools more efficient and effective, the court reporters were to be replaced with digital recordings, with the savings to be used to "offset other services performed under the Office of Board Governance, including, but not limited to, records management." During the Board's deliberation over this amendment, the Board, the Office of Board Governance, and the Administration discussed the need to assess the current state of the technology related to transcription of digital audio recordings, whenever the need for written transcripts (or "verbatims") might arise.

Subsequent to the adoption of the amendment, the Department of Technology researched the technical resources available for the transcription of audio recordings, primarily speech-to-text software. The Department of Technology also submitted an audio recording of a meeting of the Committee on

Innovation/School Reform (ISR) to a firm that uses such software for transcription. The research revealed that even the more expensive software that is commercially available falls far short of the accuracy needed in transcribing the meetings of the Board at this time — in the case of the ISR transcript, probably achieving well under 20% accuracy. While the capabilities of the software may not currently meet the needs of the Board, the Administration, and the public, however, the sophistication of the technology is constantly improving. There is little doubt that the technology eventually will advance to the point where the effective implementation of the budget amendment will be possible.

In light of these findings, the Board Clerk/Director, Office of Board Governance, recommends that the Board delay the implementation of the amendment to eliminate court reporters at Board meetings until such time as the technology has made reasonable progress towards meeting the needs of the Board, the Administration, and the public. In the meantime, the Department of Technology will continue to research and test speech-to-text and transcription software and will make periodic reports to the Board regarding the state of the technology.

Sincerely,

Lynne A. Sobczak
Board Clerk/Director, Office of Board Governance

Director Falk moved to approve the recommendation of the Director, Office of Board Governance.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 4) Action on the Adoption of Recommended Textbooks and Instructional Materials

This item initiated by the Administration

Administration's Analysis

1. In accordance with the rules for adoption of textbooks and instructional materials, Administrative Policy 7.26, Textbooks and Instructional Materials Adoption, committees were formed to evaluate textbooks and instructional materials as a result of the Board's action on January 28, 2010, which opened subject areas for selection studies. The committees have made the necessary studies with respect to textbooks and instructional materials selections and have reported their findings and recommendations to the Superintendent of Schools.

2. The recommendations of the textbooks and instructional materials committees represent a great amount of work. It is important to acknowledge these efforts and to extend a word of appreciation to all who have contributed to this process.

3. Moving from a history of decentralization to the current curricular coherence demands an articulation of detailed practices that must be implemented in grade levels and classrooms across the district. As a key component of literacy reform in MPS, this adoption fits into the MPS Comprehensive Literacy Plan, which is dedicated to the development of consistent-quality pre-k-grade 12 literacy instruction, assessment, and professional development across the district.

4. Emphasis is placed on selection of materials to promote multicultural understanding and deep thinking. Committee members used a guide by the Council of Interracial Books for Children, "Ten Ways to Analyze Children's Books for Racism and Sexism." Further, the following criteria were followed:

a. The textbook or online program reflects the Common Core Standards, MPS Comprehensive Literacy Plan, the Wisconsin Model Academic Standards, and the Wisconsin Model Early Learning Standards (WMELS).

b. There is adequate coverage of standard course units, and the program adheres to current course guidelines.

c. The organization and teaching aids include stated objectives, frequent checks for understanding, explicit instruction, guided and independent practice, enrichment, reading strategies, and a variety of assessments.

d. The textbook or online program promotes critical and creative thinking and the development of high-order thinking skills.

e. The program provides opportunities to integrate instruction.

f. Supplemental materials or online resources are clearly connected to the core curriculum.

g. Recent research findings are integrated into the content coverage.

h. Teacher resources are extensive and varied.

i. The textbook or online program projects a multi-ethnic, culturally diverse approach. There is a balanced representation of cultural, race, ethnic, age, religious, gender, and special needs groups. It presents different groups in relation to each other, rather than as isolated and separate.

j. The textbook or online program projects anti-racist, anti-biased, non-sexist, non-stereotyping attitudes.

k. The reading level is appropriate.

l. The software or online program is available and supports content and critical thinking strategies

m. Software is user-friendly and appropriate to the intended grade level.

n. The copyright date is recent, and updates are available.

o. The textbook is sufficiently durable for student use.

p. The cost of replacement books will not be prohibitive.

5. Each textbooks and instructional materials evaluation committee further develops its own specific criteria applicable to the subject area under consideration. The members of the textbooks and instructional materials committee apply the Wisconsin Model Early Learning Standards (WMELS), the Wisconsin Model Academic Standards (currently slated to be replaced by the Common Core State Standards), the Framework for 21st Century Learning, the MPS Comprehensive Literacy Framework, and the Wisconsin Student Assessment System Criterion-Referenced Framework: Assessment Framework for Reading in Grades 3 through 8 and 10.

6. The standards of professional organizations, such as the National Association for the Education of Young Children's (NAEYC) Early Childhood Program Standards, the International Reading Association's (IRA) and National Council of Teachers of English's (NCTE), Standards for the English Language Arts, World-Class Instructional Design and Assessment's (WIDA) English Language Proficiency Standards, and the National Teachers of English as a Second or Other Language's Standards (TESOL) for English Language Learners, are also used in evaluating textbooks and instructional materials.

7. The textbooks and instructional materials evaluation process is being tied to a larger plan for re-assessing and enriching curriculum and instruction. The process varies depending on the needs of particular subject areas.

8. Other elements of the textbooks and instructional materials selection procedure:

a. The textbooks and instructional materials evaluation committees obtained reactions and assistance in reviewing the textbooks and instructional materials from other staff members, such as other teachers, department chairpersons, CLEaR Justice Advisory Council Members, etc.

b. All parents of students in the district were invited to provide input on the textbooks and instructional materials evaluation process.

c. The following number of teachers served on the various textbook evaluation committees

Literacy — Reading (Pre-K)..... 15
Literacy — Reading (K5-2)..... 13
Literacy — Reading (Gr. 3-5)..... 11
Literacy — Reading (Gr. 6-8)..... 8
English as a Second Language..... 12

d. Textbook and online publishers were invited to submit materials to each member of the teacher evaluation committee for study. Textbooks and instructional materials evaluation committees met directly with publishers' representatives in order to clarify any questions or problems with respect to materials submitted by the publishers.

e. Upon completion of the evaluation process, the textbooks and instructional materials evaluation committees submitted their recommendations to the Administration, which, in effect, concluded their efforts in the evaluation process.

f. When selected materials do not meet the needs of a unique program, a waiver may be applied for, if certain criteria are met. Textbooks and instructional materials must be submitted to the Director of Educational Services, or the Superintendent's designee, who will review waivers, apply criteria, and recommend approval or disapproval to the Superintendent.

9. Based on the review of the textbooks and instructional materials evaluation committees, the Administration is recommending that the Board select and purchase the textbooks and instructional materials for courses in literacy (Reading), grades PreK-8, and English as a second language, grades K-8.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Teaching is based on a rigorous, relevant, district-aligned, comprehensive K-12 curriculum that is also aligned to MPS learning targets and state standards to ensure consistency in teaching and learning across schools and grade levels, particularly in the areas of English language arts and mathematics.

WTAM applicable measurable objective: 80% of students will read on grade level as measured by the WKCE-CRT.

Statute, Administrative Policy, or Board Rules Implication Statement

11. The above procedure follows Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Adoption.

Fiscal Impact Statement

12. Approval of this item authorizes expenditures. The estimated cost for selection of the recommended textbooks is $5.8 million. Purchases will not be made until the FY11 budget is approved. Funding is included in the Superintendent's proposed FY11 budget, budget code Textbooks — GEN-0-0-INV-DW-ETXB.

Implementation and Assessment

13. Textbooks and instructional materials and on-line tools for literacy (reading), grades PreK-8; and English as a second language, grades K-8, will be purchased with funds that have been allocated in FY11 and will be implemented during the first semester of the 2010-2011 school year.

Administration's Recommendation

The Administration recommends that the Board select the textbooks and instructional materials and implementation process as specified — including related supplementary materials such as teacher manuals, resource guides, and online resources — as recommended by the textbooks and instructional materials evaluation committees:

Literacy (Reading) PreK-8

Grade Level Band:	PreK *PreK*, Houghton Mifflin Harcourt, 2006
Grade Level Band:	K5-Gr. 5 *Journeys*, Houghton Mifflin Harcourt, 2011
Grade Level Band:	6-8 *Literature*, McDougal-Littell, 2008

English as a Second Language (K-8)

Grade Level Band:	K-5 *Reach*, National Geographic, 2011
Grade Level Band:	6-8 *Inside*, National Geographic, 2009-10

2010-2011 Textbook Adoption Data Collection Grid				
Curricular Area participating in the 2009 Textbook Adoption Process: Literacy (Reading): Gr. PreK-8 English as a Second Language (ESL): Gr. K-8				
Curricular Area for Adoption	Subject	Enrollment	Estimated cost per student	Estimated Cost
Literacy	Reading	52,000	$101.00	$5,252,000.00
English as a Second Language	ESL	4,650	$100.00	$465,000.00
Estimated Total				$5,717,000.00

NOTES:

- Due to the significant number of students with print disabilities, MPS needs to ensure that alternative formats (e.g., audio, large print, Braille. Digital, accessible web-based, site license for electronic access) are available at the time of the adoption of new textbooks and instructional materials. Publishers are requested to provide information about availability of these formats.
- In FY10, MPS paid no shipping or handling for textbooks orders and will not pay shipping or handling in FY11.
- No additional funds have been set aside for grade-level expansions. These costs are the school's responsibility.

- Enrollments include students projected to be enrolled in instrumentality charter schools with monies on reserve for textbooks and instructional materials.

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—Director Thompson—1.

* * * * *

(Item 5) Action on the Purchase of Universal Screeners/Benchmark Assessments for Possible Academic Intervention

This item initiated by the Administration

Background

1. As a District Identified for Improvement (DIFI), MPS is subject to corrective action requirements as determined by the Department of Public Instruction (DPI). One corrective action requirement is that the district implement universal screeners for all students, kindergarten through 12th grade. The purpose of a universal screener is to identify students for possible academic intervention.

2. For the past four school years, MPS has implemented benchmark assessments in grades three through nine. For those grades, the benchmark assessments served as the universal screener. Training on use of related data began at the program's inception and was intensified when the EdStat professional development for school leaders began in 2009-10.

3. In order to establish a benchmark assessment system that covers additional grades, RFP 697 was released in May, 2010. The review team for RFP 697 included staff from schools, as well as the Divisions of Early Childhood, Bilingual, Special Services, Curriculum, and Research/Assessment. Other members included a technical expert from UW-Madison and an early childhood expert from UW-Milwaukee. The review team heard presentations from three vendors, discussed the relative merits of each proposal, rated the proposals according to the criteria articulated in the RFP, and came to consensus regarding a recommendation. The RFP review team recommended implementation of the NWEA assessment, Measures of Academic Progress, commonly known as MAP. NWEA offers an assessment for kindergarten through grade 2 called the MAP for Primary Grades.

4. The recommendation of the review team was forwarded to the directors of Education Services, Curriculum & Instruction, Bilingual/Bicultural Education, District and School Improvement, and Research and Assessment. After a review of the proposal, the senior staff concurred with the review team's recommendation. Finally, the recommendation was shared with the incoming chief academic officer.

Administration's Analysis

5. The MAP employs an innovative technology that makes the assessment adaptive to each student. This means that scores provided are highly accurate and provide better diagnostic information for classroom teachers. The MAP is used by more than 4,200 entities nationwide, including more than 260 in Wisconsin. The Administration intends to implement the MAP as the universal screener in grades kindergarten through eight.

6. The newly developed early warning system, to be implemented in the 2010-11 school year, will be the universal screener for grades nine through 12. Schools using one of the four improvement models

identified by the US Department of Education under the No Child Left Behind also will be required to use the MAP, as well as the early warning system. The MAP will be voluntary for other high schools. Those required to use the instrument are Bay View, Bradley Tech, Custer, James Madison Academic Campus, Milwaukee African-American, Pulaski, South Division, Vincent, and Washington.

Fiscal Impact Statement

7. Implementing the MAP for 2010-11 will cost about $800,000. $700,000 is available in the FY11 account SYS-0-S-1E1-RH-ETTX0000 (Title I Research and Assessment — Teacher Texts); $100,000 is available in TSV-0-S-D31-CI-ECTS (ARRA — Data-Driven Decision Making).

Administration's Recommendation

The Administration recommends that the Board approve the contract, as available under separate cover, for the purchase of the NWEA assessment, Measures of Academic Progress, commonly known as MAP, at a cost, including implementation, not to exceed $800,000.

Director Blewett moved that the Board approve the grade three through twelve implementation and direct the administration to work with schools with unique programs and with the DPI to being back a recommendation for pre-kindergarten through grade two.

Director Spence moved a substitute, to approve the administration's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—Directors Blewett and Miller—2.

The Board recessed from 8:30 to 8:40 PM.

* * * * *

(Item 6) Action on a Proposed Contract with Accountemps for Accounting Support for the Administration of Funds Received under the American Reinvestment and Recovery Act (ARRA)

This item initiated by the Administration

Background

1. The FY11 budget contains more than $40 million dollars of budget authority for various programs funded through the American Reinvestment and Recovery Act (ARRA).

2. The American Recovery and Reinvestment Act (ARRA) mandates significant reporting and record-keeping for states and school districts that accept funds — far and beyond grant reporting that is required by other federal granting authorities. ARRA requires separate, rigorous financial accounting as well as program implementation and outcome reporting.

3. Additional, professional accounting support is required to meet record keeping and reporting requirements and timelines.

Administration's Analysis

4. The Administration requests authorization enter into two contracts with Accountemps to continue professional accounting services for the 2010-2011 school year. The contracted employees are responsible for daily monitoring expenditures charged to ARRA budgets to assure expenditures are consistent with program requirements, the reconciliation of budgets to expenditures, and the maintenance of data and records required for reporting under ARRA. The contractors have provided satisfactory service that has allowed the district to meet all ARRA reporting requirements.

5. Accountemps is on the pre-approved vendor list for provision of temporary services, having responded successfully to RFP 537 issued by the district.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS W*orking Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is responsible for measurable results.

WTAM strategy: The district uses financial management best practices.

WTAM measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact statement

8. This item authorizes expenditures of up to $250,000 for professional accounting services in FY11. Funding for this purpose is provided in the following FY11 budget: FSC-0-A-D31-PZ-ECTS (ARRA-Accountability and Data-Driven Decision Making Project--Contract Services).

Implementation and Assessment Plan

9. Upon approval, the district will enter into two contracts with Accountemps for professional accounting services to support ARRA accounting and reporting functions to begin July 1, 2010 and continue until June 30, 2011.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to enter into two contracts, as available under separate cover, with Accountemps for professional accounting services to support record keeping and reporting under ARRA at a cost not to exceed $250,000.

Director Petersons moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 7) Action on a Lease Agreement with the Hmong American Peace Academy at Samuel Morse Middle School

This item initiated by the Administration

Background

1. The Milwaukee Board of School Directors declared Samuel Morse Middle School building, 4601 N. 84th St., as surplus on February 25, 2010, and is scheduled to close July 1, 2010.

2. On July 1, 2010, the Morse Program for the Gifted and Talented is moving to the John Marshall Campus, recently re-named Samuel Morse•John Marshall School for the Gifted and Talented.

3. The Administration is interested in increasing student enrollment and expanding the number of high-performing programs within the district.

4. Since 2004-05, the Hmong American Peace Academy (HAPA) has been under contract with the Board to operate an MPS non-instrumentality charter school serving students in K4 through grade 8.

5. HAPA educators collaborate with Milwaukee's Hmong families to emphasize traditional Hmong values: respecting elders; placing family first to avoid shaming self and family; and facing hardship with patience, silence, and perseverance. HAPA's educators and community members emphasize American values for practicing freedom: earning access to resources and collective power and engaging in entrepreneurship for neighborhoods, Milwaukee, Wisconsin, and beyond.

6. HAPA is managing a controlled expansion of its program. HAPA's projected enrollment for September 2010 is 548 students and for September 2012, 635 students. HAPA projects that, in September 2017, school enrollment will reach its goal of 710 students.

7. HAPA's current facility, at 1418 S. Layton Blvd., does not have the space for the program to expand.

Administration's Analysis

8. This item requests authorization for the Administration to enter into an 11-month lease agreement with the Hmong American Peace Academy that would allow the HAPA program to move into Samuel Morse Middle School. The proposed lease would make available under-used space within MPS to facilitate the growth, stability, expansion, and longevity of the HAPA program.

9. The proposed lease is structured to cover only the District's projected costs for building operations, minor repair and maintenance, and utilities. In consideration of HAPA's responsibility for performing all minor maintenance and repair and building operation functions, and for paying utility expenses, there would be no additional rent due to MPS for the term of this lease.

10. The value of the lease, based on MPS operating expenses and projected utility costs, is $4.42 per square foot. The amount was calculated based on costs totaling $731,379, including the FY10 building operations salaries and benefits of $357,134, central building supplies of $11,595, utilities costs of about $189,000, and minor repair and maintenance costs of $173,650. No capital maintenance will be scheduled for the building during the term of the lease

11. The lease will commence on August 1, 2010 and will terminate on June 30, 2011.

12. A copy of the proposed lease agreement is attached.

Strategic Plan Compatibility Statement

13. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

14. The recommendations are consistent with Administrative Procedures 5.01(3), Rentals and Services (Leases); Board Governance Policy 4.08, Lease Agreements; and Administratively Policy 5.01, Facilities.

Fiscal Impact Statement

15. This item does not authorize expenditures. Since HAPA is assuming responsibility for building operations and utilities — together estimated to exceed $730,000, if costs were borne by MPS — only incidental costs would be covered by the District.

Implementation and Assessment Plan

16. Upon approval by the Board, the attached lease agreement will be executed.

Administration's Recommendations

The Administration recommends that the Board authorize the Administration to enter into an 11-month lease agreement, as provided under separate cover, with the Hmong American Peace Academy for the use of Samuel Morse Middle School. The lessee is responsible for all operating costs. Additional rent for the term of the agreement will be $0.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 8) Action on Proposed 2010-2011 School Calendars

This item initiated by the Administration

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

At the regular monthly meeting of the Milwaukee Board of School Directors on June 24, 2010, the Administration submitted for the Board's approval proposed calendars for the 2010-2011 school year. At that time, the Board directed the Administration to "speak with the MTEA to see if they would be amenable to altering the calendar[s] to accommodate the ACT testing date."

The Administration has followed through on this directive and is now reporting that it has been unable to reach an agreement with the MTEA over the issue of the ACT testing date. It is the recommendation of the Superintendent, therefore, that the Board approve and adopt the proposed 2010-2011 school calendars as contained in the attachments to this communication.

Respectfully Submitted,

Gregory E. Thornton
Superintendent of schools

2010-2011 School Calendar

Aug. 30	Organization day — no student attendance
Aug. 31	Banking Day — no student attendance
Sept. 1	First day of school for all students
Sept. 6	Labor Day — schools closed
Oct. 1	Banking Day — no student attendance
Oct. 15	Parent/Teacher conferences — no student attendance
Oct. 28-29	Convention days — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments
Nov. 25-26	Thanksgiving recess — schools closed
Dec. 22-31	Winter recess — schools closed
Jan.3	Classes resume
Jan.17	Martin Luther King, Jr. Day — schools closed
Jan. 18, 19, 20	High-school final exams
Jan. 21	Record day/Staff planning day — no student attendance
Jan. 24	Banking Day — no student attendance
Feb. 21	Mid-semester break — no student attendance
Mar. 11	Parent/Teacher conferences — no student attendance
Mar. 14	Banking Day — no student attendance
April 22-29	Spring recess — schools closed
TBD	ACT
May 2	Classes resume
May 20	Banking Day — no student attendance
May 30	Memorial Day — schools closed
June 9, 10, 13	High-school final exams
June 13	Last day of student attendance
June 14	Record day — no student attendance
June 15	Emergency make-up day
June 16-Sept. 1	Summer Recess — schools closed

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar.

Also, dates for distributing report cards may vary from school to school.

AUGUST 2010

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SEPTEMBER 2010

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OCTOBER 2010

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NOVEMBER 2010

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DECEMBER 2010

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2010-2011 Year-round School Calendar

July 1-28	Summer Intersession — schools closed
July 29	Teacher organization day — no student attendance
July 30	Banking Day — no student attendance
August 2	First day of school for students
Sept. 6	Labor Day — schools closed
Oct. 1	Banking Day — no student attendance
Oct. 8	Parent/Teacher Conferences — no student attendance
Oct. 11-27	Fall intersession — Year-round schools closed
Oct. 28-29	Convention days — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments
Nov. 1	Classes resume
Nov. 25-26	Thanksgiving recess — schools closed
Dec. 21	Record Day — no student attendance
Dec. 22-31	Winter Intersession — schools closed
Jan. 3-7	Winter Intersession — schools closed
Jan. 10	Classes resume
Jan. 17	Martin Luther King, Jr. Day — schools closed
Jan. 24	Banking Day — no student attendance
Feb. 21	Mid-semester break — no student attendance
Mar. 14	Banking Day — no student attendance
April 11	Parent/Teacher Conferences — no student attendance
April 12-29	Spring Intersession — Year-round schools closed
TBD	ACT
May 2	Classes resume
May 20	Banking Day — no student attendance
May 30	Memorial Day — schools closed
June 17	Last day of student attendance
June 20	Record day
June 21	Emergency make-up day
June 22-30	Summer Intersession — schools closed

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar.

Also, dates for distributing report cards may vary from school to school.

JULY 2010

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AUGUST 2010

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SEPTEMBER 2010

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OCTOBER 2010

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NOVEMBER 2010

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DECEMBER 2010

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JANUARY 2011

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FEBRUARY 2011

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MARCH 2011

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APRIL 2011

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MAY 2011

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2010-2011 International Baccalaureate School Calendar

Aug. 2-13	Summer Intersession — no student attendance
Aug.16	Teacher organization day — no student attendance
Aug.17	Banking Day — no student attendance
Aug.18	First day of school for students
Sept. 6	Labor Day — schools closed
Oct. 1	Banking Day — no student attendance
Oct. 8	Parent/Teacher conferences — no student classes
Oct. 28-29	Convention days — no student attendance
Oct. 25-Nov. 26	WKCE-CRT assessments
Nov. 25-26	Thanksgiving recess — schools closed
Dec. 20-22	High-school final exams
Dec. 23-31	Winter recess — schools closed
Jan. 3	Record day — no student attendance
Jan. 4	Classes resume

Jan. 17	Martin Luther King, Jr., Day — schools closed
Jan. 24	Banking Day — no student attendance
Feb. 18	Parent/Teacher conferences — no student classes
Feb. 21	Mid-semester break — no student attendance
Mar. 14	Banking Day — no student attendance
April 11	Banking Day — no student attendance
April 22-29	Spring recess — schools closed
TBD	ACT
May 2	Classes resume
May 24-26	High-school final exams
May 26	Last day of student attendance
May 27	Record day
May 30	Memorial Day — schools closed
May 31	Emergency make-up day
June 1-July 31	Summer intersession — IB schools closed

Calendar dates may change due to bad weather or other circumstances.

Individual schools may have additional student non-attendance days which do not appear on this calendar.

Also, dates for distributing report cards may vary from school to school.

AUGUST 2010

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SEPTEMBER 2010

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OCTOBER 2010

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DECEMBER 2010

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JANUARY 2011

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FEBRUARY 2011

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MARCH 2011

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JUNE 2011						
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JULY 2011						
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Director Blewett moved to approve the administration's recommendation regarding the published calendars and to continue discussions regarding a memorandum of understanding.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 9) Action on a Motion by President Bonds to (a) Discharge the Committee on Legislation, Rules and Policies from Further Consideration of Resolution 1011R-006 by President Bonds to Lobby for Change in the State Statutes to Remove Healthcare Benefits As a Mandatory Subject of Bargaining; and (b) to Immediately Consider and Take Action on Resolution 1011R-006

This Item initiated by a Board member

President Bonds hereby gives notice that he will make a motion to discharge the Committee on Legislation, Rules and Policies from further consideration of Resolution 1011R-006 and to immediately consider and take action on Resolution 1011R-006:

WHEREAS, Since the inception of the Milwaukee Board of School Directors' benefit plans, the staffing, recruitment, and fiscal needs and resources of the district have changed significantly; and

WHEREAS, The cost of the district's health insurance has gone from $76.5 million in 1998 to nearly $213 million in the 2008 fiscal year; and

WHEREAS, The district continues to operate under various fiscal constraints, such as under-funded state mandates, which place a strain on the district's ability to meet its education objectives and requirements; and

WHEREAS, Currently, MPS, like other public entities, offers a high- and low-cost option for healthcare; and

WHEREAS, Unlike other public employers, however, MPS does not require any premium payment for the high-cost plan; and

WHEREAS, Having to pay a premium will create an incentive for employees to choose the lower-cost plan, while maintaining the option to purchase another plan if that better meets the employee's needs; and

WHEREAS, Wisconsin State Statute Chapter 111.70, Employment Relations, indicates that healthcare benefits are subjects of mandatory bargaining; and

WHEREAS, Currently, MPS unions have the "right to select" the vendor for the health insurance plan and are the third-party administrator who chooses the higher-cost health insurance provider; and

WHEREAS, MPS is finding that this takes away any potential competitive bidding to lower the cost of providing healthcare to its employees; and

WHEEAS, The recent report on MPS by the McKinsey firm indicated that approximately $16 million dollars could be saved if more staff chose the lower-cost healthcare plan; now, therefore, be it

RESOLVED, That the Board direct the Administration to lobby for change in the state statutes to remove healthcare benefits as a mandatory subject of bargaining; and be it

FURTHER RESOLVED, That the Board direct the Administration to bargain for the Milwaukee Board of School Directors to have the "right to select" the third-party administrator in choosing the healthcare plans offered to district employees; and be it

FURTHER RESOLVED, That the Administration report the results of such activities back to the Board no later then the September 2010 Board cycle.

Director Bonds moved to discharge the Legislation, Rules and Policies Committee from further consideration of Resolution 1011R-006 and to immediately consider Resolution 1011R-006.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Spence, Thompson, Woodward and President Bonds—5.

Noes—Directors Falk, Miller, Petersons and Voeltner—4.

Vice President Blewett in the Chair.

Director Bonds moved to approve the administration's recommendation.

Director Petersons moved to send the item back to Committee for further consideration.

The motion to refer prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson and Voeltner and Vice President Blewett—7.

Noes—Directors Bonds and Woodward—2.

President Bonds resumed the Chair.

* * * * *

(Item 10) Action on a Motion by Director Blewett to (a) Discharge the Committee on Legislation, Rules and Policies from Further Consideration of Resolution 1011R-009 by Director Blewett to Consider All Specialty Certifications, Licenses, and Training in Specialized Areas When Determining Lay-offs; and (b) to Immediately Consider and Take Action on Resolution 1011R-009

This Item initiated by a Board member

Director Blewett hereby gives notice that he will make a motion to discharge the Committee on Legislation, Rules and Policies from further consideration of Resolution 1011R-009 and to immediately consider and take action on Resolution 1011R-009:

WHEREAS, In Section II of the *Working Together Achieving More* Action Plan to Improve Milwaukee Public Schools, Goal #4 states that "School staffs are accountable fore high quality teaching and learning, measurable gains in student achievement and fiscal responsibility"; and

WHEREAS, The Milwaukee Board of School Directors recognizes high-quality teachers for all students as a critical factor in student achievement; and

WHEREAS, The Wisconsin Department of Public Instruction (DPI) requires public school teachers to be licensed at the levels and in the subjects of their teaching assignments to ensure that every classroom is instructed with a highly qualified teacher (Wis. Admin. Code § 3.03(10); and

WHEREAS, Teachers with specialty certifications in specific areas, such as, but not limited to, International Baccalaureate (IB), Montessori, and language, many times attain licenses to teach in more than one area; and

WHEREAS, The district invests thousands of dollars yearly in training new and existing teachers in instruction for our most demanded educational programs; and

WHEREAS, To support our traditional specialty schools, as well as our MPS charter schools, in their efforts to provide innovative instruction, the district:

- provides training for teachers in our Montessori schools to ensure that they keep abreast of the changes in Montessori instruction;
- retains our IB certification through training teachers and investing in the longevity of the program; and
- seeks charter licenses for teachers licensed in specific areas and levels to grant schools the flexibility to allow teachers, through their charter licenses, to teach classes both inside and outside of their certification areas; and

WHEREAS, Through investing in specialty schools-required certifications and charter school licensing, our most sought after programs are able to hire licensed teachers and place them according to their strengths and the children's needs; and

WHEREAS, With the high-cost benefit rate, the ability to assign one teacher with multiple licenses to teach more than one area has afforded our schools the opportunity to offer additional services to our students at no extra cost; and

WHEREAS, With the current layoff policies, procedures, and practices, the layoff of one teacher could potentially force our schools with specialty programs to hire teachers unable to assist in the classroom and could also leave some charter schools with two or more vacancies; and

WHEREAS, The process for layoffs may also affect some of our most successful schools, such as those with language-immersion programs; and

WHEREAS, With a limited number of individuals currently employed by the district who can provide the services needed at our schools with specialty programming, we must take all criteria into consideration during layoff by seniority; now, therefore, be it

RESOLVED, That when implementing a layoff, all of a teacher's specialty certifications, licenses, and training in such areas as, but not limited to, IB, AP, language, and Montessori be considered to balance with district needs; and be it

FURTHER RESOLVED, That when individuals on layoff are called back, these same criteria be applied; and be it

FURTHER RESOLVED, This be implemented immediately upon the Board's adoption of this resolution

* * * * *

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Director Blewett moved to discharge the Legislation, Rules and Policies Committee from further consideration of Resolution 1011R-009 and to immediately consider Resolution 1011R-009.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Voeltner, Woodward and President Bonds—7.

Noes—Director Petersons—1.

Abstaining from voting—Director Thompson—1.

Director Blewett moved to approve Resolution 1011R-009.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Voeltner, Woodward and President Bonds—7.

Noes—None.

Voting “present”—Director Petersons—1.

The Board adjourned at 9:37 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:30 PM.

Present—Directors Falk, Miller, Petersons (6:34 PM), Spence (6:36 PM), Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Blewett—1.

President Bonds requested a moment of silence in memory of Kyle Prelesnik, a 2009 graduate of Bradley Tech, who passed away in the floods this month.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present two "Excellence in Education Awards." Our first award is being presented posthumously to:

FREDERICK O. CARR
MPS Teacher, Assistant Principal, Principal, Administrator

Mr. Frederick O. Carr served as an educator in Milwaukee Public Schools — teaching and serving as assistant principal, principal and program administrator — for more than 33 years. Mr. Carr, who died on July 8 at age 75, was tough, but respected and loved. He cared about his students' welfare more than he cared about certain rules: when the district said students could wear what they wanted, Mr. Carr said they had to look presentable. When money was an issue for some students, Mr. Carr dug into his own pocket to help out. Just a few months before his death, he met a former student and her son in a Wal-Mart store. Mr. Carr gave the boy $20 to buy "something special" for the boy's mother.

Frederick Carr was raised in Cairo, Illinois, and graduated from Sumner High School. He joined the Army in 1954. When he returned to civilian life in 1957, he enrolled in Southern Illinois University, where he earned a bachelor's degree and, eventually, a master's degree. He went into education in part because, in an era of deep racial divisions, it was one of the few areas in which black men could excel.

Mr. Carr was hired by MPS in 1962 and worked as a teacher at Keefe Ave. School, the first of his many assignments.

Mr. Carr retired in 1996. Over his long career, Mr. Carr served as a curriculum specialist at MacDowell School; as an assistant principal at Twenty-first Street, Lincoln Ave. and Edison schools; and as principal at Pierce and Hopkins. He also served as a P-5 coordinator and in the Department of Exceptional Education.

Mr. Carr loved the students he served. He respected them and demanded their respect in return. He expected all educators to be the best. He did not accept "I am doing the best I can" — he expected "the best," without qualification.

The Milwaukee Board of School Directors recognizes and honors Frederick O. Carr for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Our second award is being presented to

COLUMBIA ST. MARY'S
SMART SMILES PROGRAM

Sponsored by Columbia St. Mary's Healthcare System (CSM), the staff of the Smart Smiles Program are committed to improving the oral health of MPS students with a school-based, comprehensive oral healthcare program that focuses on both prevention and maintenance — one child at a time. This sustainable approach to oral healthcare, which improves the overall health of children, currently serves over 3,900 children in 39 schools.

A long-time MPS healthcare partner, Smart Smiles recognizes both the difficulty that many MPS students have in accessing oral healthcare and the attendant consequences. Tooth decay is one of the most common diseases of childhood — five times as common as asthma, and seven times as common as hay fever. The daily reality for children with untreated oral disease is often persistent pain, inability to eat comfortably or chew well, embarrassment at discolored and damaged teeth, and distraction from play and learning. The Surgeon General estimates that more than 51 million school hours are lost each year because of dental-related illness, and Smart Smiles is on a mission to change that.

In a partnership spanning nine years, Smart Smiles has provided its special brand of comprehensive oral healthcare to MPS students free of charge. Using portable equipment at schools, the program brings care to many children who are uninsured or lack access to dental care for other reasons. The Smart Smiles team includes a dentist, registered dental hygienist, and dental assistant who provide preventive services, including: screening, cleaning, oral health instruction, fluoride, and sealants over multiple visits. For many children, participating in the Smart Smiles program is the first time they have seen a dentist, had their teeth cleaned, or have received any oral healthcare at all.

Students that participate in the program benefit from improved health status, decrease in cavities, improved dental hygiene, connection to a dental home, and rapid response to urgent or emergent dental treatment needs. These benefits are the result of a strong, school-based oral health program and partnership that has been able to:

- expand services for 2010-2011 with program-specific federal funding to reach an additional 2,000 students;
- secure funds to provide dental treatment for uninsured students at Seton Dental Clinic; and
- assist families with insurance in obtaining a dental home and securing treatment.

In addition, Smart Smiles' commitment to healthy, resilient learners has made it the largest provider of school-based oral health in Wisconsin. In the 2009-10 school year, the program:

- screened over 4,000 children;
- provided almost 10,000 fluoride treatments;
- sealed over 20,000 teeth on 3,300 children; and
- provided over 3,400 cleanings.

What this really means to students and families is that simple interventions can change lives in ways large and small, and that the connection between oral health and overall health cannot be underestimated. One Smart Smiles student with diabetes had a great deal of difficulty controlling his blood sugar, despite his best efforts. After a dentist evaluated his teeth and gums, "Tyler" was noted to have some gum disease and received a dental prophylaxis treatment. The hygienist was pleased to see Tyler in the school corridor about two weeks after the treatment. He approached with a shy smile and said, "I try hard to control my blood sugar, talking to the school nurse, watching what I eat and using insulin regularly; but since you cleaned my teeth, my gums are healthier and my blood sugars are much more under control."

Healthy teeth and gums are part of the recipe for developing healthy, resilient learners, and we are proud to have Smart Smiles as our partner in that endeavor.

The Milwaukee Board of School Directors and the entire school community recognize the Columbia St. Mary's Smart Smiles Program for its dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of June 3 and 24, 2010, were approved as printed.

* * * * *

REPORTS OF STANDING COMMITTEES

In accordance with Board Rule 1.09, which states that the Board may, at the regular July Board meeting, give public hearing on all regular items of business, which shall replace the reports of standing committees, there were no reports from the standing committees in July.

REGULAR ITEMS OF BUSINESS

In accordance with Board Rule 1.09, the Board gave public hearing on the following regular items of business, which replaced the reports of standing committees.

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; and Acceptance of Donations

This item initiated by the Administration

Award of Contracts

Below is the contract-award recommendation for July 2010. Adequate funding is available in the accounts as noted below.

CURTAIN WALL REPLACEMENT

OASIS Senior Center

Prime Contractor
J.H. Hassinger, Inc.
N60W16289 Kohler Lane
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$175,000.00

Prime Contractor Info

HUB
- Certified.....No
- Total # of Employees.....50
- Total # of Minorities.....3
- Total # of Women.....2
- Required.....0
- Submitted.....N/A
- $ Value.....N/A

COIN
- Required %.....30%

Student Engagement
- Paid Employment (Required Hours).....300
- Educational Experience (Required Hours).....10

Funds are budgeted for the OASIS Senior Center's curtain wall replacement project from FY11 Extension Funds, contracted services for building modifications, account codes CSV00PRCRC ECNC and STS00GWNFGEGSV, (Project #1218, W.O. #004254). Project is to begin on August 2, 2010, and is scheduled for completion on November 24, 2010.

NEW TOILET ROOMS

Keefe Avenue School & Thurston Woods Academy

Prime Contractor
Jen Industries, LLC
1237 W.Bruce Street
Milwaukee, WI 53204

Low Bidder, Base Bid of.....$89,000.00

Prime Contractor Info

HUB
- Certified....Yes
- Total # of Employees....4
- Total # of Minorities....2
- Total # of Women....0
- Required....15%
- Submitted....18.2%
- $ Value....$16,218.00

COIN
- Required %....30%

Student Engagement
- Paid Employment (Required Hours)....200
- Educational Experience (Required Hours)....10

Funds are budgeted for Keefe Avenue School's & Thurston Woods Academy's new toilet rooms project from FY10 Grant Funds, contracted services for building modifications, account code MBMPAHDOTW EMMB and MBMPAHDOKE EMMB, (Project #1782, W.O. #058148). Project is to begin on August 2, 2010, and is scheduled for completion on September 30, 2010.

FIRE ALARM SYSTEM TESTING

Various Sites

Prime Contractor
Simplex Grinnell
N58 W14782 Shawn Circle
Menomonee Falls, WI 53051

Low Bidder, Base Bid of....$51,895.00

Prime Contractor Info

HUB
- Certified....No
- Total # of Employees....12,000
- Total # of Minorities....1,636
- Total # of Women....1,581
- Required....0%
- Submitted....N/A
- $ Value....N/A

COIN
- Required %....0%

Student Engagement
- Paid Employment (Required Hours)....200
- Educational Experience (Required Hours)....10

Funds are budgeted for the fire alarm system testing project from FY10 Major Maintenance Construction Fund, contracted services for electrical, account code FAR00MM2DW ECNCELC0, (Project #1172, W.O. #018084). Project is to begin on August 1, 2010, and is scheduled for completion on August 31, 2010.

Summary

Total construction contract dollars awarded.....$315,895.00
Total dollars HUB participation $16,218.00
% of HUB participation.....5.13%
% Minority employees within company.....19.65%
% Women employees within company 4.38%
% Women employees within company 3.90%

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of May 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 962,049,202	$ 26,301,548	$ 988,350,750	$ 16,085,150	$ 703,472,610	$ 284,878,140	71%
Categorically Aided	269,186,528	16,212,004	285,398,532	28,998,669	185,191,292	100,207,240	65%
School Nutrition	37,660,110	24,514	37,684,624	5,179,448	29,598,703	8,085,921	79%
Construction	59,954,297	25,790,445	85,744,742	2,100,786	23,808,899	61,935,843	28%
Extension	13,155,240	2,374,607	15,529,847	61,056	11,682,026	3,847,821	75%
Total All Funds	$ 1,342,005,377	$ 70,703,118	$ 1,412,708,495	$ 52,425,109	$ 953,753,530	$ 458,954,965	68%

Below is a summary of expenditures as of May 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 962,049,202	$ 26,301,548	$ 988,350,750	$ 81,335,581	$ 861,171,483	$ 127,179,267	87%
Categorically Aided	269,186,528	16,212,004	285,398,532	20,819,962	235,853,870	49,544,662	83%
School Nutrition	37,660,110	24,514	37,684,624	3,475,204	32,851,093	4,833,531	87%
Construction	59,954,297	25,790,445	85,744,742	1,831,260	84,193,441	1,551,301	98%
Extension	13,155,240	2,374,607	15,529,847	589,167	12,299,982	3,229,865	79%
Total All Funds	$ 1,342,005,377	$ 70,703,118	$ 1,412,708,495	$ 108,051,174	$ 1,226,369,869	$ 186,338,626	87%

[1]Represents Board-approved transfers during Fiscal Year 2010 and appropriations for purchases encumbered in Fiscal Year 2009.

Respectfully submitted,

Ronald J. Vavrik
Director of Finance

Monthly Expenditure Control Report

The following report. which is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978, is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2009, through May 31, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through May totaled $861,171,483, or 87% of the revised budget.

District Contingent Fund

The balance at May 31, 2010, was $250,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 24,980,335
Approved Transfers:	
Board Amendments (October)	($ 24,480,335)
One Hundred Behavioral Reassignment Seats (May)	($ 250,000)
Balance — May 31, 2010	$ 250,000

The $24,980,335 is an unusually high amount for the District Contingency Fund. In June 2009, the Board took several actions to reduce budget expenditures and to place these funds in the Contingency Fund to cover potential revenue shortfalls. At the October 20, 2009, special meeting of the Board, these funds were redistributed to cover FY10 revenue shortfalls and expenditure increases. After the October Board actions were posted to School Operations, the Contingency balance was reduced to $500,000.

Construction Fund

Expenditures, encumbrances, and commitments through May totaled $84,193,441, or 98% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through May totaled $12,299,982, or 79% of the revised budget.

Revenues and Expenditures
Current-Year Versus Three-Year Average
As of May 31, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current-Year	3-Yr Avg	Current-Year	3-Yr Avg
School Operations	71%	69%	87%	84%
Categorically Aided	65%	67%	83%	81%
School Nutrition	79%	86%	87%	94%
Construction	28%	39%	98%	98%
Extension	75%	81%	79%	74%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the transcripts of the Board's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Bradley Tech	Advance Electrical Contractors	$18,825.00	Use of Boom Lift for Re-Hab House
Clemens	Mama Mia's	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	BW3	$40.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Cheesecake Factory	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Cheesecake Factory	$50.00	Spring Extravaganza/Literacy Night — Gift cards

School	Donor	Amount	Gift or Purpose
Clemens	AMF Bowlero Lanes	$60.00	Spring Extravaganza/Literacy Night — Bowling Package
Clemens	Beauty by Caputa	$50.00	Spring Extravaganza/Literacy Night — Gift baskets
Clemens	Walmart	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Walmart	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Target	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Target	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Applebee's	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Jewish Community Center	$297.00	Spring Extravaganza/Literacy Night — 3-month family membership
Clemens	LaPiazza Restaurant	$50.00	Spring Extravaganza/Literacy Night — Gift certificates
Clemens	Four Points Sheraton	$120.00	Spring Extravaganza/Literacy Night — Hotel stay
Clemens	Soft Anointing Hands	$50.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	School Pics	$95.00	Spring Extravaganza/Literacy Night — Gift cards
Clemens	Panera Bread	$40.00	Spring Extravaganza/Literacy Night — Gift card
Clemens	Panera Bread	$20.00	Spring Extravaganza/Literacy Night — Gift card
Clemens	Omega Burger	$20.00	Spring Extravaganza/Literacy Night — Gift card
Clemens	Olive Garden	$20.00	Spring Extravaganza/Literacy Night — Gift card
Community	Nari Homes	$585.00	Check for scholarships
Congress	Gary, Marilynn & Samuel Eckenrod	$2,000.00	32" Quasar TV, 27" Sylvania TV, 19" Emerson TV, HP Deskjet 6940 printer, HP scanner
Congress	Wells Fargo Foundation	$39.60	Educational matching-gift program
Curtin	Pick N Save	$62.66	"We Care" program
Curtin	The Family of Dolly Grabowski	$100.00	Purchase supplies & library books
Elm	Ruth Maegli	$200.00	One clarinet and one flute
Fairview	Kohl's	$500.00	Check for Fairview recreation
Fairview	Ann Meyer	$1,095.76	Incentives — stickers, certificates, bracelets, lanyards, trophies, books to increase reading levels
Fernwood	Maple Leaf Enterprises, LLC	$300.00	Educational materials
Fernwood	Roundy's	$215.42	Educational materials
Green Bay	Stanford University	$200.00	Education of students — Check
Hawthorne	Jokerz Comedy Club	$800.00	Four $200.00 gift certificates for perfect attendance raffle — parents
Hawthorne	Bayshore Town Center	$100.00	4 $25.00 gift certificates for perfect attendance raffle — parents

School	Donor	Amount	Gift or Purpose
Hawthorne	Carol Umstot	$5,000.00	Smartboard document camera student response system
Jackson	Stanford University	$200.00	Check for incentive for over 80% staff IPI survey completion
Jackson	Badger Graphic Systems	$262.50	School instructional resources & supplies
Jackson	Roundy's Supermarkets, Inc.	$55.42	Check for percentage share of school staff patronage
Jackson	U'SAgain, LLC	$52.80	Check for percentage share of textiles (shoes/clothes collected on site)
MPS — Assistive Technical Office	Ruth B. Leff, M.S., CCC Speech/Language Pathologist	$2,050.00	Donation of communication aids — Switches — 5 orange plate — 34 twin plate & 2 control center
MPS — Homeless Education Program	WIN	Undetermined	37 hygiene kits — assorted hygiene items & 24 pairs of socks
MPS — Recreation	American Society for Quality	$500.00	Toshiba model 6570 copier
Riverside	Mr. & Mrs. Fred Brandenburg	$60.00	L. Leonard scholarship fund
Riverside	Jane Matko	$25.00	L. Leonard scholarship fund
Riverside	Maria Kuehn	$30.00	L. Leonard scholarship fund
Riverside	Andra Gremer	$70.00	L. Leonard scholarship fund
Riverside	Pam Kutcher	$40.00	L. Leonard scholarship fund
Siefert	United Methodist of Whitefish Bay	Undetermined	Student Christmas gifts — hats & gloves
Siefert	Math & Science — UW-Milwaukee	$500.00	Honorarium
Siefert	Stanford University	$400.00	Honorarium
Siefert	Target	$54.21	Student education
Silver Spring	Arlene Mann	$25.00	IBM laptop
Stuart	Pick N Save	$64.68	"We Care" program
Vieau	Nicolet High School	$100.00	Student-involvement dance group
Vieau	Pershing School	$100.00	Student-involvement dance group
Washington	FIRST	$6,000.00	Robotics team 1268

Administration's Recommendation

The Administration recommends that the Board authorize the contracts as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

This item initiated by the Administration

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
5	Daniel Kadlec Reagan	Boiler Attendant Trainee $30,660.95/yr.	06-28-10
		Promotions	
2	Timothy Bell Wedgewood Park	Boiler Attendant Trainee $30,660.95/yr.	06-28-10
2	Tony Bradley Building Operations	School Engineer I $37,223.21/yr.	06-28-10
2	Lamont Cobbs Building Operations	School Engineer I $42,312.66/yr.	06-28-10
2	Keith Garner Building Operations	School Engineer I $37,223.21/yr.	06-28-10
2	Ronald Hill Bradley Tech	Boiler Attendant Trainee $30,660.95/yr.	06-28-10
5	Ryan Lowell Building Operations	School Engineer I $37,223.21/yr.	06-28-10
4	Eduardo Navarro Building Operations	School Engineer I $37,223.21/yr.	06-28-10
5	Milan Plavsic Building Operations	School Engineer I $37,223.21/yr.	06-28-10
2	Edgar Ricks Milw. School of Languages	Building Service Helper II $29,514.05/yr.	06-28-10
2	Timothy Stovall Building Operations	School Engineer I $37,223.21/yr.	06-28-10
2	Patricia Terry Juneau	Building Service Helper II $29,514.05/yr.	06-28-10
5	Kenneth Wylie Building Operations	School Engineer I $37,223.21/yr.	06-28-10
		Changes in Status	
	Liana Anderson[1] Washington	School Secretary I $34,965.38/yr.	07-01-10
	Delia Campbell[2] Supar	School Secretary I $11,704.00/yr.	08-23-10
	Evonne Dawson[2] 35th	School Secretary I $14,520.00/yr.	08-23-10
	Joan Felski[3] Goodrich	School Secretary I $29,038.17/yr.	08-23-10
	Carmen Figueroa[1] Community High	School Secretary I $34,965.38/yr.	07-01-10
	Berta Glodowski[1] Morse•Marshall	School Secretary I $36,066.48/yr.	07-01-10
	Saundra Griffin[3] Human Resources	Human Resources Assistant $33,835.49/yr.	07-01-10

Erin Hall[2]	School Secretary I	08-23-10
Bryant	$11,248.00/yr.	
Marie Hantke[4]	School Secretary I	08-23-10
Audubon	$21,780.00/yr.	
Ruby Lane[3]	School Secretary I	08-23-10
Bradley Tech.	$29,038.17/yr.	
Beverly Nelson[3]	School Secretary I	08-23-10
Thoreau	$29,038.17/yr.	
Ana Rivera[2]	School Secretary I	08-23-10
Bruce	$14,520.00/yr.	
Samantha Shields[5]	School Secretary I	08-23-10
Professional Learning Institute	$29,038.17/yr.	
Emilia Tassara[2]	School Bookkeeper	08-23-10
Hartford	$16,043.08/yr.	
Jennette Wilder-Zastrow[2]	School Secretary I	08-23-10
Brown	$14,520.00/yr.	

[1]From a 10-month to a 12-month position
[2]From a 10-month position to a 10-month part-time position
[3]From a 12-month to a 10-month position
[4]From full-time to 30 hours per week
[5]From a 10-month part-time position to a 10-month position

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing, June 2011:		
Esquivel, Sandra	ALAS	August 2010
Childrearing Leave Extension, June 2011:		
Sherman, Molly	Leave	August 2010
Illness Leave, June 2010:		
Thompson, Kimberly	Keefe Avenue	April 22, 2010
Illness Leave Extension, June 2011:		
Bishop, Sandra	Leave	August 2010
Cardona, Madeline	Leave	August 2010
Turner, Cynthia	Leave	August 2010
Personal Leave, June 2011:		
Hartke, Danielle	Riverside	August 2010
Schulz, Kathryn	27th Street	August 2010
Sierocuk, Lauren	Thurston Woods	August 2010
Personal Leave Extension, June 2011:		
Davis, Deborah	Leave	August 2010
Gross, Julie	Leave	August 2010
Hauser, Sarah	Leave	August 2010
Hipenbecker, Robert	Leave	August 2010
Loewenstein, Susan	Leave	August 2010
Mayorga, Clara	Leave	August 2010
Newcomb, Jonathan	Leave	August 2010
Prather, Tiffany	Leave	August 2010
Rosenfelt, Amanda	Leave	August 2010
Spahn, Donna	Leave	August 2010
Torres, Kelly	Leave	August 2010
Trachliev, Julie	Leave	August 2010

Sabbatical Leave, June 2011:

Matel, Tracy	MSIS	August 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Yahya Abdul-Qaadir	Supervisor	06/30/10
Stephanie Anderson	Teacher	08/28/10
Diane Blank	Teacher	06/15/10
Marianne Brady	Teacher	07/01/10
Andra Burton Piering	Soc. Worker	06/28/10
Patricia Capozzi	Teacher	07/01/10
Elizabeth Cave	Psychologist	06/28/10
Namasivayam Chokkalingam	Teacher	06/16/10
Ann Diliberti	Soc. Worker	07/01/10
Rachel Elliott	Teacher	06/16/10
Janine Emmer	Teacher	06/16/10
Dan Ferkovich	Teacher	06/16/10
Nichelle Finner	Teacher	06/26/10
Emateen Gary	Teacher	07/01/10
Corine Gribble	Teacher	07/01/10
Jennifer Hans	Teacher	06/17/10
Rebecca Hayward	Teacher	06/15/10
Linnea Hitchcock	Teacher	07/01/10
Gwendolyn Irvin	Asst. Prin.	09/22/10
Kevin Johnikin	Teacher	08/14/10
Danielle Johnston	Teacher	06/21/10
Claire Jones	Teacher	06/17/10
Jean Lehman-Yaros	Teacher	06/16/10
Ellease Mayo	Asst. Prin.	07/29/10
Emma Munguia	Teacher	06/16/10
Emily Murn	Teacher	07/30/10
Carrie Pankowski	Teacher	06/18/10
David Pazurek	Teacher	07/02/10
Kathleen Quirk	Teacher	07/01/10
Kathleen Raynier	Teacher	06/16/10
Kimberly Reimer	Teacher	06/16/10
Eladio Rivera	Teacher	06/26/10
Lucy Rothstein	Teacher	06/16/10
William Stotts	Teacher	07/01/10
Kimberly Theisen	Teacher	06/24/10
Meralis Torres Hood	Teacher	04/04/10
Chareese Wilson	Teacher	07/10/10
Sharon Weist-Hoyer	Teacher	06/16/10
Douglas Yarn	Teacher	06/16/10
Angela Zak	Teacher	06/16/10

Revised from June 2010 Board Report

Audrey White	Teacher	07/27/10

Classified Retirements

Name	Position	Effective Date
Nathaniel Alexander	Digital Electronics Tech.	06-29-10
Barbara Ceranowski	School Kitchen Mgr. I	06-17-10
Mary Ciardo	Gen. Educational Asst.	06-17-10
Eddie Colon	Para Educational Asst.	06-17-10
Lamonte Force	Para Educational Asst.	06-17-10
Robert Green	Gen. Educational Asst.	06-17-10
Diane Hahn	Para Educational Asst.	06-17-10
Romonia Hall	School Secretary I	06-23-10
Peggydiane Johnson	Food Service Asst.	06-17-10
Graddie Jude	Hndcp. Children's Asst.	06-18-10
Sandra Maienzet	Hndcp. Children's Asst.	06-16-10
Rosie Melville	Food Service Asst.	06-10-10
Marie Andree Miller	Para Educational Asst.	06-30-10
Linda Moering	Gen. Educational Asst.	06-17-10
Darleen Oberg	Gen. Educational Asst.	06-17-10
Kathleen Pietrykowski	Gen. Educational Asst.	06-17-10
Betty Powell	Gen. Educational Asst.	06-17-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for June 2010 is attached. to the transcripts of the Board's meeting. This is an informational report, and no action is required.

Administration's Recommendation

The Administration recommends that the Board approve the classified personnel transaction and leaves of absence as listed.

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 3) Action on a Request To Revise a Job Title and To Re-Establish Position Authority

This item initiated by the Administration

Background

1. Pursuant to proposed organizational changes being brought forward in a separate item relative to financial and operational duties, the Administration is requesting that a job title in the FY11 budget, Chief

Planning and Operations Officer, be revised to Chief Operations Officer and that position authority for a second position, Chief Financial Officer, be re-established.

Administration Analysis

2. The FY11 budget contains the position of Chief Planning and Operations Officer. The Administration is requesting the position title be revised to Chief Operations Officer.

3. The Administration is also requesting that the Chief Financial Officer position be re-established. Funding for the Chief Financial Officer position will come from Central Office FY10 carryover. Position adjustment will occur in the FY12 budget to provide for sustainability.

4. Both positions are integral in carrying out the proposed organizational model being brought forward by the Administration. This model, one that is commonly used in districts of our size and complexity, incorporates a division of roles and responsibilities between the Chief Financial Officer (CFO) and Chief Operations Officer (COO).

5. The COO and CFO serve on the Superintendent's Cabinet and are direct reports to the Superintendent.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

7. This item will require revision of Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet, as well as technical amendments to language identifying various offices, departments, and divisions in additional administrative policies and procedures.

Fiscal Impact Statement

8. Funding for the Chief Financial Officer position will come from Central Office FY10 carryover. Position adjustment will occur in FY12 budget to provide for sustainability.

Administration's Recommendation

The Administration recommends that the Board approve the request to revise the title of Chief Planning and Operations Officer to Chief Operations Officer and to re-establish the Chief Financial Officer position, effective immediately.

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 4) Action on Proposed Organizational Changes

This item initiated by the Administration

Background

1. On July 1, 2010, Dr. Thornton assumed the position of Superintendent of Milwaukee Public Schools. As a result, the Superintendent is bringing forward the final reorganization to realize greater efficiency and effectiveness of programs, services, operations, and customer service through the deployment of human resources in a coordinated and effective manner.

Administration's analysis

2. The proposed reorganization plan organizes Central Services into the following functional areas: Office of the Superintendent, Office of the Chief Academic Officer; Office of School Administration, Office of Human Resources, Office of Family Services, Office of the Chief Operations Officer, and Office of the Chief Financial Officer. The Office of the Superintendent will provide leadership, direction, and oversight to these offices.

3. The Office of the Superintendent will contain the following functional areas: District and School Improvement, Communications and Public Affairs, Community and Business Partnerships, Performance Management, Strategic Planning, and Grants Development.

4. To provide school leaders with more efficient and effective support in carrying out their roles as instructional leaders, the cluster model of schools within the Department of Administrative Accountability has been revised into an eight-region model of schools. Five of the new regions contain geographically organized K-12 MPS schools; one region focuses on Tier I, II, and III MPS high schools; and two regions comprise MPS contracted schools — partnership and charter.

5. To provide greater support to principals and school leaders and to promote accountability for improved student outcomes, the position of Administrative Specialist was replaced with that of Regional Executive Specialist (RES). The Regional Executive Specialist will support the work of principals and school leaders, lead the Regional System of Support (RSOS) Team assigned to each region, and also hold principals and school leaders accountable for improvement in each school.

6. The Department of Administrative Accountability is proposed to be renamed the Office of School Administration to better convey the dual functions of support and accountability that the office will provide. This office will contain Leadership Support and Accountability, Contracted School Services, School Safety, and Extended Learning Opportunities.

7. The Office of the Chief Academic Officer has been realigned. In addition to Curriculum and Instruction, Specialized Services, and Research and Evaluation will report directly to the Chief Academic Officer. The restructuring will result in alignment of efforts to support and realize increased achievement for all students.

8. The Department of Parent and Student services will be named the Office of Family Services. The new model for this area includes all prior functions and adds others to further align supports and services for students and families. Additions to this area include nursing, co-curricular (College Access, Student Government, Student Advisory), volunteers, and faith-based connections. This model will locate services that directly impact on students and their families in one area.

9. The Department of Human Resources will become the Office of Human Resources. The area, which has been aligned to improve customer service to key stakeholders, is organized in a manner that is less transactional, with more emphasis on a smooth workflow within the office. The Office of Human Resources is organized in five functional areas: HR Operations and School Support Services; Labor Relations; Orientation, Induction, Training and Evaluation; Recruitment and Staffing; and Benefits and Insurance Services.

10. The current Department of Finance and Operations will be split into two functional areas: Office of the Chief Operations Officer (COO) and Office of the Chief Financial Officer (CFO). The FY11 budget

contains the COO position, but the position will be re-titled from Chief Planning and Operations Officer to Chief Operations Officer. The Chief Financial Officer position will be reinstated. Funding for the Chief Financial Officer position will come from central office FY10 carryover. Position adjustment will occur in FY12 budget to provide for sustainability.

11. The CFO will provide oversight and management of the district's financial areas to include Financial Operations; Risk Management; Grants Administration; Payroll; Comptroller; Accounting; Accounts Payable and Receivable; and Procurement. The CFO will assume the following key roles:

- Safeguard and act as the steward of the assets of the district
- Ensure organizational compliance with various legal and statutory requirements in assigned areas
- Maintain appropriate level of financial reporting to various constituents
- Establish and maintain clear financial authoritative levels
- Advise the Superintendent on financial matters, compliance, efficiencies, investments, and strategy
- Ensure that the Board and Superintendent have the dashboard of information and metrics required to run the operation (e.g., fund balance)
- Build, maintain, and manage a team of competent staff to perform the tasks of the accounting and finance teams
- Work with the Chief Accountability and Efficiency Officer to ensure that the organization has a system of adequate internal controls that allow safeguarding of assets and accurate financial reporting.

12. The COO will provide oversight and management of the district's operational areas, to include Facilities and Maintenance Services; Environmental Services; Facilities Design and Services; School Nutritional Services; Technology; Transportation; and Recreation. The COO will assume the following key roles:

- Ensure organizational compliance with various legal and statutory requirements in assigned areas
- Establish and maintain clear operational authoritative levels
- Maintain appropriate levels of reporting within areas of responsibility
- Build, maintain, and manage a team of competent staff to perform the tasks of the operational units
- Advise the Superintendent on operational matters, compliance, efficiencies, and strategy.

13. The Office of Accountability and Efficiency reports to both the Superintendent of Schools and the Office of Board Governance. The purpose of this office, as approved by the Board, is to ensure greater accountability, efficiency, and transparency throughout the District. The Office of Accountability and Efficiency will provide oversight and management of Contract Compliance Services and Financial and Revenue Reporting. The Chief Accountability and Efficiency Officer began his duties on July 1, 2010.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Fiscal Impact Statement

15. Funding for the Chief Financial Officer position will come from central office FY10 carryover. Position adjustment will occur in FY12 budget to provide for sustainability.

Statute, Administrative policy, or Board rule statement

16. This item will require revision of Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet, as well as technical amendments to language identifying various offices, departments, and divisions in additional administrative policies and procedures.

Administration's Recommendation

The Administration recommends that the Board approve the organizational changes and policy amendments as proposed in this item and reflected below:

Administrative Policy 2.03
Administrative Organization Plan

(1) The legal authority of the Board is transmitted through the school system's ~~four~~ major offices under the authority and responsibility of the Superintendent and through the Office of Board Governance under the authority and responsibility of the Director of the Office of Board Governance/Board Clerk.

(a) The ~~four~~ major offices headed by the Superintendent are as follows:

- Office of the Superintendent
- Office of ~~Academic Excellence~~ the Chief Academic Officer
- Office of School Administration
- Office of Human Resources
- Office of ~~Pupil Services~~ Family Services
- Office of the Chief Operations Officer
- Office of ~~Finance and Operations~~ the Chief Financial Officer
- Office of Accountability and Efficiency*

(b) The ~~four~~ service areas headed by the Director of the Office of Board Governance/Board Clerk are as follows:

- ~~Board/Board Member Services~~
- Audit/~~Program~~ Review Services
- Clerk Services
- Contracted Schools Advocacy Services
- Constituent Ombudsperson and Board Information~~/Service Coordination~~ Services
- Legislative Services
- Office of Accountability and Efficiency*

*The Office of Accountability and Efficiency reports to both the Superintendent of Schools and the Director of the Office of Board Governance/Board Clerk

(2) Administrative authority is passed along specific paths as shown in the Board-approved organizational chart of the school system. The lines of authority on the chart represent direction of authority and responsibility and shall be regarded as visual representations of policy.

(3) Any major change in the administrative organization plan of the Milwaukee Public Schools and/or the elimination and creation of positions shall require Board approval.

(4) The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

— ◊ —

[Revised Organizational Chart attached to the transcripts of your committees meeting.]

Director Falk moved to approve the Superintendent's recommendation with the following changes: Under Administration, strike the Office of Accountability Efficiency and strike

the statement with the asterisk, the Office of Accountability reports to both the Superintendent and the Director, Office of Board of Governance and/or Board Clerk, and replace that with the following statement: The Director of Office of Accountability and Efficiency shall be under the direct authority of the Director of the Office of Board Governance/Board Clerk, and is required to give timely, or when required, reports to both the Superintendent and the Director of Board Governance; the Office of Accountability shall have access to all information of this district and shall have the full cooperation of all departments.

Director Miller in the Chair.

Director Bonds moved a substitute, to approve the administration's recommendation.

President Bonds resumed the Chair.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—Director Falk—1.

* * * * *

(Item 5) Action on Recommended Administrative Appointments and Promotions

This item initiated by the Administration

Superintendent's Recommendation

The Superintendent recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon assignment following approval by the Board:

2(r)	Paula Ambos	Curriculum Generalist MacDowell Montessori School	Schedule III, Range 06C $65,092
5(r)	Catherine Loss	Curriculum Generalist Garden Homes Montessori School	Schedule III, Range 06C $70,438
5(r)	Bryan Banasik	Special Education Prog. Supervisor Department of Special Services	Schedule III, Range 09C $80,790
5(r)	Sharon Loeck	Special Education Prog. Supervisor Department of Special Services	Schedule III, Range 09C $59,308
2(r)	Rachel Schuler	Special Education Supervisor Department of Special Services	Schedule III, Range 09C $59,308
2(r)	Candice Hoze	Human Resource Coordinator Department of Human Resources	Schedule III, Range 08A $82,977
5(r)	Kimberley LaMothe	Human Resource Coordinator Department of Human Resources	Schedule III, Range 08A $90,096
4(r)	Yovira Moroney	Human Resource Coordinator (Cert) Department of Human Resources	Schedule III, Range 08A $87,547
2(r)	Gerald J. Pace	Chief Financial Officer	Schedule III, Range 17A $138,671

Codes:

1	Native American	5	White
2	African American	6	Other
3	Asian/Oriental/Pacific Islander	r	Resident who must remain resident
4	Hispanic	nr	Non-resident who must become resident

Director Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 6) Action on Prevailing Wage Rates

This item initiated by the Administration

Background

1. Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

2. Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages, pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304).

3. A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates is provided with the transcripts of the Board's meeting.

Administration's Recommendation

The Administration recommends that the Board approve the prevailing wage rates as provided with the transcripts of the Board's meeting, effective as of the dates stated.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 7) Action on Recommended Professional Services Contracts

This item initiated by the Administration

Administration's Recommendation

The Administration recommends that the Board approve the following professional services contracts. Copies of the proposed contracts have been provided under separate cover.

RFP 656 Contracts with MJ Care, Education Based Services, Top Echelon, and Rehab Solutions for Speech and Language Services for Schools

The Administration requests authorization to enter into contracts with MJ Care, Education Based Services (EBS), Top Echelon, and Rehab Solutions to provide speech pathologists to MPS schools. These vendors will provide speech services — including therapy, evaluation, development of Individual Education Plans (IEP), and all related reporting requirements — to MPS students with IEPs requiring speech and language services.

MPS has been unable to hire speech pathologists in sufficient numbers to fill vacant MPS positions. The contracts will allow provision of mandated services for the 2010-2011 school year. All of these vendors were chosen pursuant to RFP 656 to provide the following services:

- speech and language therapies of a direct or consultative nature;
- evaluations of children's eligibility for such services and participation in IEP Team meetings to determine eligibility;
- development and modifications of IEPs; and
- Medicaid billing and other record keeping, as necessary.

The contract period will be through June 30, 2011. Below is a list of the maximum cost associated with each vendor. Expenditures will be initially charged to the central accounts listed below, but subsequently will be charged to the schools using the services.

MPS will contract with MJ care for one speech pathologist ($90,000); with EBS for three speech pathologists (for $270,000); with Top Echelon for three speech pathologists (for $270,000); and with Rehab Solutions for five speech pathologists (for $450,000).

The specific account code charged will depend on whether a specific contracted provider is serving a public or private school.

Budget Codes:
SSU0AIF1DW-ECTS (Sp. Ed Supervision — Contracted Services)..... $1,080,000

HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0
Student Education requirement ..... 0 hours
Student Education commitment..... 10 hours

RFP 656 Contracts with On Assignment, Soliant, Sunbelt Staffing, and Visiting Nurse Association for Nursing Services

The Administration is requesting authorization to enter into contracts with On Assignment, Soliant, Sunbelt Staffing and Visiting Nurse Association for provision of nursing services to MPS schools. MPS is currently facing a severe shortage of nursing staff. The Human Resources Department is unable to hire enough nurses to meet the current need, making it necessary to contract for these services. Each of the firms was selected pursuant to RFP 656 to provide the requested services.

MPS seeks to contract with On Assignment for up to three full-time nurses at a cost not to exceed $270,000; with Soliant to provide three to six full-time nurses at a cost not to exceed $540,000; with Sunbelt Staffing to provide up to two full-time nurses at a cost not to exceed $180,000; and with Visiting Nurse Association for per-service staff for diabetics for a cost not to exceed $70,000. The contract period will run though June 30, 2011.

Budget Codes:
NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services). $1,060,000

HUB % set.....0%
HUB % proposed.....0%
Total HUB $.....$0
Student Education requirement ..... 0 hours
Student Education commitment..... 10 hours

RFP 537 Contracts with MJ Care for Occupational Therapy Services

The Administration is requesting authorization to enter into a contract with MJ Care for occupational therapy services. Specific services will include therapy, evaluation, development of Individual Education Plans (IEP), and all related reporting requirements. The vendor was chosen pursuant to RFP 537.

MPS is seeking to contract with MJ Care for up to two occupational part-time therapists at a cost not to exceed $55,000. The contracts will run through June 30, 2011.

Budget Code: SSU0AIF1DW-ECTS (Allied Health — Contracted Services)..... $55,000

HUB % set.....10%
HUB % proposed.....10%
Total HUB $.....$5,500

RFP 674 Contract With Medco for the Administration of the Pharmacy Benefit for the District's Preferred Provider/Indemnity and Exclusive Provider Option Health Plans

The Administration requests authorization to enter into a contract with Medco for the administration of the district's pharmacy benefit component of its self-funded Preferred Provider/Indemnity Option (PPO) Health Plan. The district's current pharmacy benefit managers are Medco for the PPO plan and United HealthCare for the Exclusive Provider Option (EPO) health plan.

In December, 2009, the Administration worked with its consultant, Hewitt Associates, to develop and evaluate RFP 674 for administering the district's self-funded PPO and EPO. The RFP gave vendors the option of submitting stand-alone pharmacy benefit administration proposals for both plans. Six vendors (Aetna, Anthem Blue Cross Blue Shield, Humana, Medco, United HealthCare, and WEA Trust) submitted proposals for the administration of the prescription benefit component. The proposals were scored based upon service criteria and projected savings over a three-year term. Savings were projected for the years 2011 through 2013, based upon MPS actual claims experience.

Medco's proposal scored the highest among evaluators and offered the greatest savings, as summarized below.

Projected Costs 2011-2013	3-Year Charges PPO/Medco	Projected 3-Year Savings
Current Vendor	$147,763,000	N/A
Medco	$141,307,000	$6,456,000

In addition, Medco's proposal was evaluated as having the highest potential to deliver additional savings through generic dispensing rate guarantees as generic drug use increases. The financial terms of the proposal include 100% pass through of all pharmacy rebates.

The contract is for a one-year period, with two annual extensions, The monthly per-subscriber administration fee is fixed at $3.07 for the maximum three years of the contract., which will commence no sooner than November 1, 2010, upon successful completion of a pre-implementation audit by Hewitt Associates. Based on current plan enrollment, the annual contract cost is estimated at $443,000, with a total three-year cost estimated at $1,329,000.

Budget Code: DWC00EMBDW-EMDI
(Employee Benefits — Medical Insurance)..... $443,000

HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0
Student Education requirement: ..... 0 hours
Student Engagement requirement..... 30 hours

RFP 674 Contract with United Healthcare for the Administration of the District's Exclusive Provider Option Health Plan

The Administration requests authorization to enter into a contract with United HealthCare (UHC) for the administration of the district's self-funded EPO health plan including the pharmacy benefit component. Currently this plan covers 4,532 subscribers and estimated FY10 plan costs are $52.3 million.

In December, 2009, the Administration worked with its consultant, Hewitt Associates, to develop and evaluate RFP 674 for the administration of the district's self-funded PPO and EPO. Four vendors (Aetna, Anthem Blue Cross Blue Shield, Humana, and UHC) submitted proposals for administration of the EPO with the option of including the pharmacy benefit component.

United HealthCare submitted the lowest bid for the administration of the EPO health plan. The UHC proposal offers the most competitive provider discounts, while the other bidders' proposals would lead to higher costs for the EPO health plan. For example, the Aetna, Anthem BCBS and Humana claim projections and provider discounts all would have resulted in additional claim costs in the range of $5.2 million to $10 million annually.

The UHC proposal also includes decreased administration fees for the proposed maximum three-year period that result in first-year savings of $670,600. Projected three-year savings in administration fees are $1,691,500. The administration fees are not affected by deletion of the pharmacy benefit plan.

In addition, UHC proposed lower pharmacy costs that would generate additional savings of $673,000 for the proposed three-year period.

This item authorizes expenditures. The contract is for a one-year period commencing November 1, 2010, with the potential for two annual extensions. This includes the administration of the pharmacy benefit. Based on current plan enrollment, the annual contract cost is estimated at $1,535,900 with a total three-year cost estimated at $4,935,000.

Budget Code: DWC00EMBDW-EMDI (Employee Benefits — Medical Insurance)..... $1,535,900

HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0
Student Education requirement: ..... 0 hours
Student Engagement requirement:..... 30 hours

RFP 661 Contract with Spectrum K12 School Solutions to Implement the Exceed RtI software.

The Administration is requesting authorization to contract with Spectrum K12 School Solutions to implement the Exceed RtI (Response to Intervention) software and to provide associated professional development on use of the system. Spectrum K12 School Solutions was initially selected in response to RFP 661 to customize the Exceed RtI software for MPS.

RtI is a framework for providing interventions for students based on student need. The Exceed RtI software needs customization to support the specific data required by MPS schools. Professional development on the use of the software is similarly adapted to meet the needs of MPS staff.

Spectrum K12 will provide technical support and professional development in the areas of help desk set-up, Exeed RtI configuration, and Exceed RtI best practices.

The contract will be for one year, beginning July 1, 2010, until June 30, 2011. The annual cost of the contract will not exceed $135,000.

Budget Code: TSV-O-S-D31-CI-ECTS (ARRA Data-Driven Decision Making and Accountability — Curriculum & Instruction —contracted services) $135,000

HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0
Student Education requirement ..... 320 hours
Student Engagement requirement..... 10 hours

Director Miller in the Chair.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner, Woodward and Chair pro Tem Miller—7.

Noes—None.

Temporarily absent—President Bonds—1.

* * * * *

(Item 8) Action on Recommended Sole-Source Contracts

This item initiated by the Administration

Administration's Recommendation

The Administration recommends that the Board approve the following sole-source contracts and purchases. The proposed contracts have been provided under separate cover.

1. Contract with Agile Mind to Purchase Intensified Algebra I, a Math Intervention

The Administration is requesting authorization to contract with Agile Mind to purchase Intensified Algebra I, a math intervention. Use of this intervention is required by the School Improvement Grant ("SIG"). Intensified Algebra I will be implemented at Hamilton High School, a SIFI 4 school that missed AYP in mathematics.

Agile Mind will provide online resources, professional development, monthly webinars, a rigorous algebra curriculum, effective intervention strategies, monitoring, supports for teachers, organizational tools for students, and enhanced formative assessment strategies.

The contract will be the date of the Board's approval through June 30, 2011, with the option to extend for one additional term. The annual cost of the contract will not exceed $15,000, and the two-year cost will not exceed $30,000.

Budget Codes:
MTHISJ1HA ECTS (Hamilton High School — School Improvement Grant — Contracted Services) .. $15,000

HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0

Student Education requirement: ..... 0 hours

2. Contract with Texas Instruments, Inc., to Implement MathForward

The Administration is requesting authorization to enter into a contract with Texas Instruments, Inc., to implement MathForward, an intervention required by the School Improvement Grant (SIG"). MathForward will be implemented at five SIFI level 2 or higher schools — Lincoln Middle School; Burroughs Middle School; Martin Luther King, Jr., Elementary; Lancaster Elementary; and Milwaukee African American Immersion High School.

Texas Instrument, Inc., will provide technical assistance in the areas of instructional time, teacher content knowledge, common aligned assessments, common planning time, coaching and professional development, use of technology, curriculum integration, and administrator/parent support. The preponderance of professional development will occur in the 2010/2011 school year. Follow-up reinforcement of skills or training of new teachers may be required in the 2011/2012 school year.

The contract will begin from the date of the Board's Approval through June 30, 2011, with the option to extend to an additional one-year term. The cost of the first year of the contract will not exceed $85,000, and the second year will cost a maximum of $57,000. The two-year cost will not exceed $142,000.

Budget Codes:
SD1HSSJ1AR ECTS (Milwaukee African American Immersion — School Improvement Grant — Contracted Service) $21,250

SD1MSSJ1BG ECTS (Burroughs — School Improvement Grant — Contracted Service) $21,250

SD1PSSJ1KN ECTS (Martin Luther King Jr — School Improvement Grant — Contracted Service) $21,250

SD1PSSJ1LA ECTS (Lancaster — School Improvement Grant — Contracted Service) $14,167

SD1MSSJ1LN ECTS (Lincoln School of the Arts — School Improvement Grant — Contracted Service) $7,083

HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0

Student Education requirement: ..... 0 hours

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner, Woodward and Chair pro Tem Miller—7.

Noes—None.

Temporarily absent—President Bonds—1.

* * * * *

(Item 9) Action on Resolution 0910R-011 by Director Blewett To Institute a Voluntary Two-Day Furlough for Employees

This Item initiated by a Board Member

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-011 by Director Blewett to the Committee on Accountability/Finance and Personnel Committee:

WHEREAS, The Milwaukee Board of School Directors has sole budgetary authority for Milwaukee Public Schools, controlling surpluses and deficits and having the responsibility of overall fiscal management; and

WHEREAS, A growing number of employers, hoping to avoid or limit layoffs, are introducing four-day workweeks, unpaid vacations and voluntary or enforced furloughs, along with wage freezes, pension cuts, and flexible work schedules in lieu of furloughs; and

WHEREAS, The City of Milwaukee has instituted a *mandatory* two-day unpaid furlough for thousands of city workers; and

WHEREAS, During this time of economic crisis, state and local entities are calling for their staffs to take voluntary furloughs in an effort to save money and prevent layoffs; and

WHEREAS, A voluntary furlough is a type of leave without pay for a specified number of days that employees have the option to take during a specifically designated period of time; and

WHEREAS, Employers are using voluntary furloughs as a savings option which allows employees to keep their jobs through taking voluntary unpaid time off; and

WHEREAS, Through voluntary furloughs, school districts and other public entities are able to reduce salary costs and thereby lessen the need for reductions in the workforce by allowing employees to take time off from work without pay in a calendar year without adversely affecting certain benefits; and

WHEREAS, At a time when thousands of Milwaukee families are making difficult sacrifices to survive, and the school district is facing yet another budget shortfall, MPS must also make sacrifices; now, therefore, be it

RESOLVED, That MPS institute a voluntary 2-day furlough for its employees, and be it

FURTHER RESOLVED, That the Administration bring to the Board a plan, no later than the September 2009 Board cycle, for implementation of the voluntary furlough and a calculation of the amount of potential savings to be achieved through a voluntary 2-day furlough.

Administration's Analysis

1. The Administration concurs with the intent of the resolution, if voluntary furloughs are implemented as part of a continuum of budget-reduction strategies; however, the Administration will need to explore further the possibility of implementing voluntary furloughs in Milwaukee Public Schools. Additional research will be necessary to determine the feasibility of this model. It is recommended that, once the Administration has thoroughly researched this topic and has discussed the advantages and possible concerns relative to the model, it bring back a report with recommendations for moving forward.

2. The anticipated benefit of voluntary furlough days would be far less than that of mandatory furlough days; therefore, consideration of whether to implement voluntary furlough should be measured against the intangible costs of losing support staff, teachers, and principals during times scheduled for staff development or possible classroom teaching. While it is possible to offer voluntary furloughs on a trial basis for limited staff to determine the interest and feasibility, some exemptions may be necessary — e.g., Central Services administrators and principals.

3. The Department of Finance has previously researched this item as part of a potential amendment to the FY11 proposed budget (May 7, 2010). The key findings were that:

a. a district-wide one-day furlough during winter break for all 12-month positions (except critical positions) would save approximately $221,000, including estimated benefits; and

b. a district-wide two-day furlough during the teachers' convention for all positions (except critical positions) would save approximately 5 million.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM Applicable Measurable Objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

5. This item is consistent with administrative policy and procedure.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Administration's Recommendation

The Administration recommends that the Board adopt the resolution with the following amendments:

RESOLVED, That MPS explore ~~institute~~ instituting a voluntary 2-day furlough for its employees, and be it

FURTHER RESOLVED, That the Administration bring to the Board a proposed pilot plan~~, no later than the September 2009 Board cycle,~~ for implementation in FY11 of the voluntary furlough and a calculation of the amount of potential savings to be achieved through a voluntary 2-day furlough or other proposed furlough models.

President Bonds resumed the Chair.

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 10) Quarterly Report on the District Corrective Action Plan

This item initiated by the Administration

Administration's Report

The following is a quarterly informational report regarding the "Corrective Action Requirements for Milwaukee Public Schools District Identified for Improvement — Level 4" given to Milwaukee Public Schools by the Department of Public Instruction (DPI).

1. Corrective Action Plan and Benchmarks

   a. The 2009/2010 Corrective Action requirements for Milwaukee Public Schools encompass three components:

      (1) increase student attendance through collaborative community-wide solutions;

      (2) ensure a system of quality and consistency in curriculum, instruction, and assessment using a system of early intervening services (EIS), PK-12, for all students; and

      (3) ensure a consistent, transparent, and high-quality system of accountability in Milwaukee Public Schools for school improvement, teacher quality, and financial and operational management.

   b. All corrective action benchmarks are complete through June 30, 2010.

   c. DPI has consulted with MPS regarding the 2010/2011 Corrective Action Requirements. The Board will receive an overview of the 2010/2011 Corrective Action Requirements when DPI finalizes the requirements.

2. School Improvement Grant Planning

   a. MPS submitted a proposal for School Improvement Grant funding for Tier I, II, and III persistently low-performing schools. The greatest proportion of funding is dedicated to Tier I and II schools, including schools assigned to the Metro Region.

   b. Three vendors for six of the high schools in the Metro Region have been tentatively identified, pending approval from the Board: Bay View High School, James Madison Academic Campus, Pulaski High School, South Division High School, and Vincent High School will receive substantial support from vendors through the School Improvement Grant funds. Rather than relying exclusively on the services of vendors, a district reform team will be created to support Washington High School during the 2010/2011 school year. The reform team will also be used to build capacity within the district to sustain reform efforts.

   c. Thirty-five Tier III Schools Identified for Improvement will receive interventions for students struggling with reading and mathematics. Additional funding will used for professional development for staff to support strong instructional practice.

   d. Response to Intervention (RtI), a framework that schools use to ensure that all students receive needed differentiation and intervention, will be implemented in all 47 schools receiving School Improvement Grant funding. The teaching staff will have student data directly available to them through the Exceed RtI software system and easy access to selected data warehouse reports. Professional development in ClasStat will be embedded in teacher team time to support teachers in the implementation of the RtI framework.

* * * * *

(Item 11) Action on a Recommended Contract with Project GRAD to Implement Reform Efforts at James Madison Academic Campus, Pulaski High School, and Vincent High School

This item initiated by the Administration

background

1. As a District Identified for Improvement (DIFI), Milwaukee Public Schools has applied for a Federal School Improvement Grant (SIG). These grants provide funds to increase student achievement within schools identified as persistently low-performing by the federal government. As a part of the SIG process, the Secretary of Education has required state educational agencies to identify three tiers of schools. As a local educational agency, MPS must submit an application to the state educational agency (DPI) identifying which Tier I, Tier II, and Tier III schools it has committed to serve and how it will use school-improvement funds in these schools to implement one of the following four school intervention models intended to improve the management and effectiveness of these schools: Turnaround model, Restart model, School Closure model, or Transformation model.

2. Milwaukee Public Schools has created eight regions, including the Metro Region, which includes nine of the persistently lowest-performing secondary schools in the district: Milwaukee African American Immersion School, Bay View High School, Custer High School, Bradley Technology and Trade School, James Madison Academic Campus, Pulaski High School, South Division, Vincent High School, and Washington High School

3. The Administration has selected the Transformation model for use with James Madison Academic Campus, Vincent High School, and Pulaski High School. To comply with the requirement to "institute comprehensive instructional reform," Project GRAD has been selected as the vendor to institute reform efforts which are consistent with federal guidelines and which will provide rapid turnaround in student achievement.

Administration's Analysis

4. The review team for the RFP, which included members of the Interim Management Team, MTEA representation, and other district-level administrators, heard presentations from vendors, discussed the relative merits of each proposal, rated the proposals according to the criteria articulated in the RFP, and came to consensus regarding a recommendation.

5. The RFP review team recommended implementation of the Project GRAD program to be used in the Transformation model at James Madison, Vincent, and Pulaski.

6. The recommendation of the review team was forwarded to senior staff, who concurred with the review team's recommendation. The recommendation was then shared with the incoming Chief Academic Officer.

7. A Houston-based organization started in 1992, Project GRAD is a reform program that currently serves 121,000 students in 205 of the nation's most disadvantaged schools. Eighty-five percent of GRAD students are qualified as low-income. A study of the Project GRAD program in Atlanta, Houston, and Los Angeles has shown growth in state test scores and high-school graduation rates for all schools greater than both district and state averages during the 2002-2007 review.

8. If the Administration determines that the selected vendor has failed to make sufficient progress toward attaining educational goals or implementation of activities, as outlined in the contract, or to meet the academic performance criteria outlined in the School Improvement Grant, the contract may be terminated or funds withheld until such time as acceptable corrective action has been taken.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

10. The Administration's recommendation is consistent with federal and state statutes, as well as the MPS Corrective Action Plan.

Fiscal Impact Statement

11. This item authorizes expenditures. The contract is for one year, with the option to renew for one additional year. The cost for the first year of the contract is $950,000, and the cost for the second year will be is $950,000. The total two-year cost is not to exceed is $1,900,000. FY11 funding of is $950,000 is budgeted in the following accounts

- $316,666 SD1HSSJ1JM-ECTS (James Madison — School Improvement Grant — Contracted Services).
- $316,666 SD1HSSJ1VN-ECTS (Vincent — School Improvement Grant — Contracted Services).
- $316,666 SD1HSSJ1PK-ECTS (Pulaski — School Improvement Grant — Contracted Services).

Implementation and Assessment

12. Upon approval from the Board of School Directors, the Administration will immediately commence planning with Project GRAD USA to implement reform efforts consistent with the Transformation model requirements for James Madison, Vincent High School, and Pulaski High School.

Administration's Recommendation

The Administration recommends that the Board adopt the Administration's recommendation to authorize a one-year contract, as available with the transcripts of the Board's meeting, in the amount of $950,00, with the option for one additional year, with Project GRAD USA, at a cost not to exceed $1,900,000 for the two-year period, to carry out the reform efforts outlined in the contract.

Director Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 12) Action on a Proposed Contract with Johns Hopkins University's Talent Development To Implement Reform Efforts at South Division High School

This item initiated by the Administration

background

1. As a District Identified for Improvement (DIFI), Milwaukee Public Schools has applied for a Federal School Improvement Grant (SIG). These grants provide funds to increase student achievement

within schools identified as persistently low-performing by the federal government. As a part of the SIG process, the Secretary of Education has required state educational agencies to identify three tiers of schools. As a local educational agency, MPS must submit an application to the state educational agency (DPI) identifying which Tier I, Tier II, and Tier III schools it has committed to serve and how it will use school-improvement funds in these schools to implement one of the following four school intervention models intended to improve the management and effectiveness of these schools: Turnaround model, Restart model, School Closure model, or Transformation model.

2. Milwaukee Public Schools has created eight regions, including the Metro Region, which includes nine of the persistently lowest-performing secondary schools in the district: Milwaukee African American Immersion School, Bay View High School, Custer High School, Bradley Technology and Trade School, James Madison Academic Campus, Pulaski High School, South Division, Vincent High School, and Washington High School.

3. The Administration has selected the Transformation model to use with South Division High School. To comply with the requirement to "institute comprehensive instructional reform," the Administration has selected the Talent Development High School reform program from Johns Hopkins University to institute reform efforts that are consistent with federal guidelines and that will provide rapid turnaround in student growth.

Administration's Analysis

4. The review team for RFP 689 included members of the Interim Management Team, MTEA representation, the principal of South Division High School, and other district-level staff. The review team heard presentations from vendors, discussed the relative merits of each proposal, rated the proposals according to the criteria articulated in the RFP, and came to consensus regarding a recommendation.

5. The RFP review team recommended implementation of the Talent Development High School program to be used in the Transformation model at South Division High School.

6. The recommendation of the review team was forwarded to senior staff, who concurred with the review team's recommendation. The recommendation was then shared with the incoming Chief Academic Officer.

7. The Talent Development High School program is a comprehensive research-based reform model with a track record of transforming low-performing schools. Begun in 1994 in Baltimore, Talent Development is well into its second decade. Hundreds of schools in dozens of districts across the country have partnered with Talent Development to improve school climate, instruction, and, ultimately, student achievement. In the 2009-10 school year, Talent Development programs worked with more than 125 schools in 15 states and the District of Columbia. Talent Development has a strong documented record of rapid student achievement in the areas of concern.

8. If the Administration determines that the selected vendor has failed to make sufficient progress toward attaining educational goals, to implement activities as outlined in the contract, or to meet the academic performance criteria outlined in the School Improvement Grant, the contract may be terminated or funds withheld until such time as acceptable corrective action has been taken.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board rules Statement

10. The Administration's recommendation is consistent with federal and state statutes, as well as the MPS Corrective Action Plan.

Fiscal Impact Statement

11. This item authorizes expenditures. The contract is for one year, with the option to renew for one additional year. The cost for the first year of the contract is $500,000 and the cost for the second year will be $500,000. The total two-year cost is not to exceed $1,000,000. FY11 funding of $500,000 `is budgeted in account SD1HSSJ1SD-ECTS (South Division — School Improvement Grant — Contracted Services).

Implementation and Assessment

12. Upon approval from the Board of School Directors and the Department of Public Instruction, the Administration will immediately commence planning with Talent Development to implement reform efforts consistent with the Transformation model's requirements at South Division High School.

Administration's Recommendation

The Administration recommends that the Board adopt the Administration's recommendation to authorize a one-year contract, as provided under separate cover, with the option for one additional year, with Johns Hopkins University Talent Development, at a cost not to exceed $1 million for the two-year period, to carry out the reform efforts outlined in the contract.

Director Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 13) Action on a Proposed Contract with Cambium Learning Group To Implement Reform Efforts at Bay View High School and Bradley Technology and Trade High School

This item initiated by the Administration

Background

1. As a District Identified for Improvement (DIFI), Milwaukee Public Schools has applied for a Federal School Improvement Grant (SIG). These grants provide funds to increase student achievement within schools identified as persistently low-performing by the federal government. As a part of the SIG process, the Secretary of Education has required state educational agencies to identify three tiers of schools. As a local educational agency, MPS must submit an application to the state educational agency (DPI) identifying which Tier I, Tier II, and Tier III schools it has committed to serve and how it will use school-improvement funds in these schools to implement one of the following four school intervention models intended to improve the management and effectiveness of these schools: Turnaround model, Restart model, School Closure model, and Transformation model.

2. Milwaukee Public Schools has created eight regions, including the Metro Region, which includes nine of the persistently lowest-performing secondary schools in the district: Milwaukee African American Immersion School, Bay View High School, Custer High School, Bradley Technology and Trade School, James Madison Academic Campus, Pulaski High School, South Division, Vincent High School, and Washington High School.

3. The Transformation Model has been selected to be used with Bay View High School and Bradley Technology and Trade High School. To comply with the requirement to "institute comprehensive instructional reform," Cambium Learning Group has been selected as the vendor to institute reform efforts that are consistent with federal guidelines and that will provide rapid turnaround in student achievement.

Administration's Analysis

4. The review team for RFP 689, which included members of the Interim Management Team, principals, union representation, and other district-level staff, heard presentations from vendors, discussed the relative merits of each proposal, rated the proposals according to the criteria articulated in the RFP, and came to a consensus regarding a recommendation.

5. The RFP review team recommended implementation of the Cambium program to be used in the Transformation model at both Bay View and Bradley Tech.

6. The recommendation of the review team was forwarded to senior staff, who concurred with the review team's recommendation. Finally, the recommendation was shared with the incoming Chief Academic Officer.

7. Cambium, established in 1978, has a strong track record of providing a comprehensive reform model that includes reading, math, and behavioral intervention curricula and educational technologies designed to bring all students to proficiency. Cambium's success in school districts like Montgomery, AL, Miami-Dade County, FL, Broward County, FL, and Palm Beach, FL, demonstrates strong results in schools with high mobility rates and attendance issues.

8. If the Administration determines that the selected vendor has failed to make sufficient progress toward attaining educational goals or towards implementation of activities as outlined in the contract or to meet the academic performance criteria outlined in the School Improvement Grant, the contract may be terminated or funds withheld until such time as acceptable corrective action has been taken.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

10. The Administration's recommendation is consistent with federal and state statutes, as well as the MPS Corrective Action Plan.

Fiscal Impact Statement

11. This item authorizes expenditures. The contract is for one year, with the option to renew for one additional year. The cost for the first year of the contract is $1,160,000, and the cost for the second year will be $1,160,000. The total two-year cost is not to exceed $2,320,000. FY11 funding of $1,160,000 is budgeted in the following accounts

- $580,000 SD1HSSJ1BV-ECTS (Bay View — School Improvement Grant — Contracted Services).
- $580,000 SD1HSSJ1MT-ECTS (Bradley Tech — School Improvement Grant — Contracted Services).

Implementation and Assessment

12. Upon approval from the Board of School Directors and the Department of Public Instruction, the Administration will immediately commence planning with Cambium Learning Group to implement reform efforts consistent with the Transformation model's requirements at both Bay View High School and Bradley Tech High School.

Administration's Recommendation

The Administration recommends that the Board adopt the Administration's recommendation to authorize a one-year contract, as provided under separate cover, in the amount of $1,160,000, with the option for one additional year, with Cambium Learning Group at a cost not to exceed $2,320,000 for the two-year period, to carry out the reform efforts outlined in the contract.

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 14) Action on a Recommendation to Approve the Funding of New Contracts for 21st Century Community Learning Centers (CLCs)

This item initiated by the Administration

Background

1. Milwaukee Public Schools' 21st Century Community Learning Centers (CLCs) provide students and their families with quality before- and after-school programs. CLCs contribute to the health, safety, and academic success of the city's youth.

2. Since 1998, the MPS CLCs have helped students receive academic assistance, participate in leadership and youth-development guidance activities, and enjoy the support of caring adults during non-school hours. During the 2009-10 school year, the MPS CLCs served more than 19,000 youth.

3. The MPS CLC program involves an extensive collaboration with nine Milwaukee-area community-based organizations (CBOs) to operate 56 MPS CLCs. Each CBO provides fiscal administration for all CLC sites; hires and evaluates CLC staff; and assists the day schools in developing extended-day academic, recreational, and parent/family programming.

4. During the 2010-11 school year, MPS will welcome five new sites to its CLC cadre:

- Brown Street Academy,
- Custer HS,
- Madison HS,
- Dr. M.L. King, Jr., K-8 School, and
- Story K-8 School.

Due to school closures and mergers, CLC operations at Fritsche, Marshall, and Twenty-seventh Street schools ended at the conclusion of the 2009-10 school year.

5. Results from rigorous evaluations of the MPS CLCs conducted since 1998 confirm the value of the CLCs in supporting student achievement: Regular CLC attendees (those attending the CLC 30 or more times during the school year), as a group, achieved higher proficiency rates in reading and math than did low-attendance CLC participants (those attending the CLC less than 30 days) and day-school peers not attending CLCs. Additionally, regular CLC attendees, as a group, have shown higher day-school attendance rates and lower suspension rates than have low-attendance CLC participants and day-school peers not attending CLCs.

6. CLC surveys conducted annually continue to yield favorable results: Data collected in 2009-10 showed that 96% of the students surveyed rated the CLCs as "okay" or "great"; 95% of the students surveyed indicated that they felt safe at the CLCs; and 92% of parents surveyed rated the CLCs as "good" or "excellent."

7. Behavioral changes in participants have been validated through teacher surveys: Teacher surveys conducted in 2009-10 at MPS CLCs indicated that 48% of the CLC regular attendees improved in turning in their homework on time, and 49% improved in their class participation.

Administration's Analysis

8. This item seeks authorization to enter into contracts in FY11 for CLC services as follows:

CLC Projects FY11		
Agency	**Sites**	**Amount**
Boys & Girls Clubs	Allen-Field Elementary School	$99,000
Boys & Girls Clubs	Audubon Middle School	$99,000
Boys & Girls Clubs	Bethune K-8 Academy	$99,000
Boys & Girls Clubs	Brown Street K-5 Academy	$70,000
Boys & Girls Clubs	Carver K-8 Academy	$99,000
Boys & Girls Clubs	Cass Street K-8 School	$99,000
Boys & Girls Clubs	Clarke Street K-8 School	$99,000
Boys & Girls Clubs	Custer High School	$70,000
Boys & Girls Clubs	Dr. Martin Luther King, Jr., K-8 School	$70,000
Boys & Girls Clubs	Eighty-first Street K-8 School	$99,000
Boys & Girls Clubs	Engleburg Elementary School	$99,000
Boys & Girls Clubs	Fifty-third Street K-8 School	$99,000
Boys & Girls Clubs	Fratney Elementary School	$99,000
Boys & Girls Clubs	Gaenslen K-8 School	$99,000
Boys & Girls Clubs	James Madison Academic Campus	$70,000
Boys & Girls Clubs	LaFollette K-8 School	$99,000
Boys & Girls Clubs	Lincoln Avenue Elementary School	$99,000
Boys & Girls Clubs	Lloyd Street Elementary School	$99,000
Boys & Girls Clubs	Maple Tree Elementary School	$99,000
Boys & Girls Clubs	Metcalfe K-8 School	$99,000
Boys & Girls Clubs	Mitchell K-8 School	$99,000
Boys & Girls Clubs	Multiplex North	$99,000
Boys & Girls Clubs	Pierce Elementary School	$99,000
Boys & Girls Clubs	Riley Elementary School	$99,000
Boys & Girls Clubs	Rogers Street K-8 Academy	$99,000
Boys & Girls Clubs	Sherman K-8 School	$99,000
Boys & Girls Clubs	Siefert Elementary School	$99,000
Boys & Girls Clubs	Thirty-fifth Street K-8 School	$99,000
Boys & Girls Clubs	Townsend K-8 School	$99,000
Boys & Girls Clubs	Vel Phillips Secondary School of the Arts	$99,000
Boys & Girls Clubs	Vieau K-8 School	$99,000
Boys & Girls Clubs	Wedgewood Park International School	$99,000
Boys & Girls Clubs	Zablocki Elementary School	$99,000

CLC Projects FY11		
Agency	**Sites**	**Amount**
COA Youth & Family Centers	Auer Avenue K-8 School	$99,000
COA Youth & Family Centers	Hopkins K-8 School	$99,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$99,000
COA Youth & Family Centers	Lincoln Center Middle School of the Arts	$99,000
COA Youth & Family Centers	Riverside University High School	$99,000
COA Youth & Family Centers	Washington High School Complex	$99,000
Journey House	Bay View High School	$99,000
Journey House	Humboldt Park K-8 School	$99,000
Journey House	Longfellow K-8 School	$99,000
Latino Community Center	Kagel Elementary School	$99,000
Latino Community Center	South Division High School	$99,000
Neighborhood House	Story K-8 School	$70,000
Neu-Life Community Center	Jackson Early Childhood/Elementary School	$99,000
Northcott Neighborhood House	Green Bay Avenue K-8 School	$99,000
Northcott Neighborhood House	Greenfield K-8 School	$99,000
Northcott Neighborhood House	Keefe Avenue K-8 School	$99,000
Northcott Neighborhood House	Northwest Secondary School	$49,500
Northcott Neighborhood House	Wheatley Elementary School	$99,000
Our Next Generation	Westside Academy I & II	$99,000
Silver Spring Neighborhood Center	Browning Elementary School	$99,000
Silver Spring Neighborhood Center	Burroughs Middle School	$99,000
Silver Spring Neighborhood Center	Northwest Secondary School	$49,500
Silver Spring Neighborhood Center	Thurston Woods Campus	$99,000
TBD	Milwaukee High School of the Arts	$99,000
Total		**$5,399,000**

9. These CLC contract allocations reflect the dollar amount that each agency will receive in FY11 if it maintains the required average daily attendance, as outlined in the 2010-11 CLC contract.

Strategic Plan Compatibility Statement

10. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

Statute, Administrative Policy, or Board Rules Statement

11. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

12. This item authorizes expenditures of $5,399,000 from American Reinvestment and Recovery Act (ARRA) Title I-A funding and six 21st Century Community Learning Center grants awarded to the district by the Wisconsin State Department of Public Instruction (DPI). Funding is contingent upon written receipt of grant-award letters from DPI. Funds are budgeted as follows (*denotes that appropriate site locations will be inserted upon approval by the Board):

GEN-XI-CL1-XX*-ECTS0000 = $1,000,000 (21st Century CLC Contracted Services)
GEN-XI-2M1-XX*-ECTS0000 = $600,000 (21st Century CLC Contracted Services)

GEN-XI-2P1-XX*-ECTS0000 = $99,000 (21st Century CLC Contracted Services)
GEN-XI-2L1-XX*-ECTS0000 = $1,188,000 (21st Century CLC Contracted Services)
GEN-XI-DL1-XX*-ECTS0000 = $250,000 (21st Century CLC Contracted Services)
GEN-XI-DG1-XX*-ECTS0000 = $495,000 (21st Century CLC Contracted Services)
GEN- XI-2D1-XX*-ECTSS000 = $350,000 (21st Century CLC Contracted Services)
DII-0S-RV1-XX*-ECTS0000 = $1,417,000 (ARRA Title I-A Contracted Services)
Total = $5,399,000

Implementation and Assessment Plan

13. The 21st Century CLC project director (or designee) will monitor the agencies' compliance with the contracts and will manage the reimbursements of monthly expenditures. Daily attendance and overall performance of the CLCs will be monitored by the CLC Project Team through the APlus web-based data-tracking system, as well as through regular site visits.

14. An annual performance report required by DPI for all CLCs will be submitted as required.

15. The indicators of successful CLC programs will be measured in the following areas in FY11:

a. Overall Participation: CLCs will offer services for the required minimum number of hours per week for at least 30 weeks during the school year. Centers must maintain a pre-determined average daily attendance and regular attendance. Specific requirements may be found in the 2010-11 CLC contract.

b. Intensive Academic Tutoring Program: The school and provider shall develop an intensive referral-based academic tutoring program for 6-10 elementary/K-8 students or 12-16 middle/high-school students who are most in need of academic intervention. The program will be offered for a minimum of three hours per week for 25 weeks. Each CLC must maintain an average daily attendance of 6-10 students per teacher for elementary/K-8 sites and 12-16 students per teacher for middle/high-school sites. The subject area for the ATP shall be math and/or reading, based upon the identified needs of the school's Improvement Plan. ATP tutoring must be facilitated by two highly qualified tutors (certified teachers) for elementary/K-8 sites and one highly qualified tutor (certified teacher) for middle/high-school sites.

c. Academic enrichment: Academic Enrichment activities must be held a minimum of three hours per week for a minimum of 25 weeks. The enrichment activities may consist of English/language arts and math, as well as other academic areas (e.g. science, social studies, technology, arts). All math- and literacy-based enrichment activities must be fully coordinated with content of day school. Enrichment programming must be diversified and encompass the following characteristics:

- intentionally designed to meet the specific learning outcomes that are aligned with the schools' standards/goals
- organized scope and sequence of learning activities
- engaging activities involving active learning.

d. Homework Help: The school and provider shall offer a high-quality homework help program for 30-45 minutes per day, four days per week. The program should provide a range of support that reinforces school-day instruction and is differentiated based upon individual student needs. Regular communication with day-school staff regarding student needs and a quiet, appropriate space for homework completion must be established.

e. Youth Enrichment and Recreation: CLCs will offer a minimum of three program areas (e.g., mathematics and science; arts and music; entrepreneurial education; tutoring and mentoring; limited-English-proficient (LEP) activities; recreation with physical activity; telecommunications and technology; expanded library services; parental involvement and family literacy; assistance to truant, suspended, or expelled students; drug and violence prevention; and character education programs) for each program session.

f. Family Enrichment Programming Supporting Student Learning: CLCs will offer high-quality programs designed to engage family members in support of student learning.

g. Collaboration: CLC stakeholders (e.g., principals, lead agencies, site coordinators, and parents) will be engaged in monitoring both student academic performance and participation in CLC activities. Collaborative meetings between CLC stakeholders, as well as meetings with the school's learning team and CLC academic/site coordinators, will be held regularly to act upon CLC performance data.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to enter into the following contracts for FY11 with the following lead agencies:

CLC Projects FY11		
Agency	**Sites**	**Amount**
Boys & Girls Clubs	Allen-Field Elementary School	$99,000
Boys & Girls Clubs	Audubon Middle School	$99,000
Boys & Girls Clubs	Bethune K-8 Academy	$99,000
Boys & Girls Clubs	Brown Street K-5 Academy	$70,000
Boys & Girls Clubs	Carver K-8 Academy	$99,000
Boys & Girls Clubs	Cass Street K-8 School	$99,000
Boys & Girls Clubs	Clarke Street K-8 School	$99,000
Boys & Girls Clubs	Custer High School	$70,000
Boys & Girls Clubs	Dr. Martin Luther King, Jr., K-8 School	$70,000
Boys & Girls Clubs	Eighty-first Street K-8 School	$99,000
Boys & Girls Clubs	Engleburg Elementary School	$99,000
Boys & Girls Clubs	Fifty-third Street K-8 School	$99,000
Boys & Girls Clubs	Fratney Elementary School	$99,000
Boys & Girls Clubs	Gaenslen K-8 School	$99,000
Boys & Girls Clubs	James Madison Academic Campus	$70,000
Boys & Girls Clubs	LaFollette K-8 School	$99,000
Boys & Girls Clubs	Lincoln Avenue Elementary School	$99,000
Boys & Girls Clubs	Lloyd Street Elementary School	$99,000
Boys & Girls Clubs	Maple Tree Elementary School	$99,000
Boys & Girls Clubs	Metcalfe K-8 School	$99,000
Boys & Girls Clubs	Mitchell K-8 School	$99,000
Boys & Girls Clubs	Multiplex North	$99,000
Boys & Girls Clubs	Pierce Elementary School	$99,000
Boys & Girls Clubs	Riley Elementary School	$99,000
Boys & Girls Clubs	Rogers Street K-8 Academy	$99,000
Boys & Girls Clubs	Sherman K-8 School	$99,000
Boys & Girls Clubs	Siefert Elementary School	$99,000
Boys & Girls Clubs	Thirty-fifth Street K-8 School	$99,000
Boys & Girls Clubs	Townsend K-8 School	$99,000
Boys & Girls Clubs	Vel Phillips Secondary School of the Arts	$99,000
Boys & Girls Clubs	Vieau K-8 School	$99,000
Boys & Girls Clubs	Wedgewood Park International School	$99,000
Boys & Girls Clubs	Zablocki Elementary School	$99,000
COA Youth & Family Centers	Auer Avenue K-8 School	$99,000
COA Youth & Family Centers	Hopkins K-8 School	$99,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$99,000
COA Youth & Family Centers	Lincoln Center Middle School of the Arts	$99,000
COA Youth & Family Centers	Riverside University High School	$99,000
COA Youth & Family Centers	Washington High School Complex	$99,000
Journey House	Bay View High School	$99,000

CLC Projects FY11		
Agency	**Sites**	**Amount**
Journey House	Humboldt Park K-8 School	$99,000
Journey House	Longfellow K-8 School	$99,000
Latino Community Center	Kagel Elementary School	$99,000
Latino Community Center	South Division High School	$99,000
Neighborhood House	Story K-8 School	$70,000
Neu-Life Community Center	Jackson Early Childhood/Elementary School	$99,000
Northcott Neighborhood House	Green Bay Avenue K-8 School	$99,000
Northcott Neighborhood House	Greenfield K-8 School	$99,000
Northcott Neighborhood House	Keefe Avenue K-8 School	$99,000
Northcott Neighborhood House	Northwest Secondary School	$49,500
Northcott Neighborhood House	Wheatley Elementary School	$99,000
Our Next Generation	Westside Academy I & II	$99,000
Silver Spring Neighborhood Center	Browning Elementary School	$99,000
Silver Spring Neighborhood Center	Burroughs Middle School	$99,000
Silver Spring Neighborhood Center	Northwest Secondary School	$49,500
Silver Spring Neighborhood Center	Thurston Woods Campus	$99,000
TBD	Milwaukee High School of the Arts	$99,000
Total		**$5,399,000**

Director Petersons moved to approve the administration's recommendation.

Director Spence moved a substitute, to approve the administration's recommendation, with the exception Milwaukee High School of the Arts CLC program, which is to be reported back to the Board.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 15) Action on a Request to Approve Contracts with Day-Treatment Programs for Adjudicated Youth for the 2010-11 School Year

This item initiated by the Administration

Background

1. The Milwaukee County Children's Court Center and Milwaukee Public Schools (MPS) have agreed to collaborate in providing intensive day-treatment programs for those students having been assigned by the courts. MPS and the Milwaukee County Children's Court Center jointly fund several day-treatment facilities for adjudicated youth. These programs provide educational and therapeutic services to Milwaukee-resident children ages 12 through 18 who are juvenile offenders or adjudicated delinquents. Most are MPS students who are on court-ordered probation due to a court's finding of delinquency.

2. MPS and agency teachers provide instruction designed to help pupils meet MPS middle- and high-school graduation requirements, while the Milwaukee County Children's Court Center supports the therapy program. The aim of the joint MPS/Milwaukee County day-treatment programs is to decrease

delinquent behavior, while promoting adjustment to school and community for students who are experiencing socially unacceptable behavior, academic problems, and difficult family relationships. These programs, which provide an alternative to placement in a correctional or residential treatment facility, support the district's efforts to ensure safe learning environments.

Administration's Analysis

3. Adjudicated youth placed in a day-treatment center are assigned for a designated period of time by court order. At termination, students are either reassigned to an MPS school or are referred to the court system. In January of 2003, the Milwaukee Children's Court Center approved proposals to provide day-treatment services from two community-based organizations, Project Excel and St. Charles, Inc. The Administration is recommending that the district continue to provide educational services for these community-based organizations for 2010-2011, as outlined under the Administration's Recommendation.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy, or Board Rules Statement

5. The contract renewal process adheres to the provisions established by:

- Wisconsin Statute 118.153, Children at Risk of Not Graduating from High School; and
- Administrative Policy 3.09, which states that all contracts costing $50,000 or more require approval by the Milwaukee Board of School Directors.

Fiscal Impact Statement

6. Approval of the recommendation for the educational program for adjudicated students authorizes expenditures totaling $453,262 for FY11. The amount for St. Charles and Project Excel includes the cost of the MPS teacher, which is $98,423. Funds (accounts: Teacher ORC-0-0-MCO-XX-ESTC; Benefits DWC-0-0-MCO-XX-EEBN; Contracted Educational Services ORC-0-0-MCO-XX-ECTS) are sufficient to support educational services to adjudicated students.

Proposed Seats for FY11				
	Seats			
Day-Treatment Site	FY09	FY10	FY11	Cost
Project Excel	30	30	30	$226,631
St. Charles Intensive Day	30	30	30	$226,631
Totals	60	60	60	$ 453,262

Implementation and Assessment Plan

7. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, day-treatment programs will comply with the performance standards in the District Accountability Plan.

8. The requirements of the federal No Child Left Behind Act include provisions to raise academic achievement for all children. Schools failing to make Adequate Yearly Progress (AYP) toward those targets are subject to sanctions. This includes students enrolled in the day-treatment programs.

9. Contingent upon the Board's approval, the contracts shall be effective fro the 2010-2011 school year.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to provide an educational program for adjudicated students in FY11 and authorize the expenditures as listed below:

Proposed Seats for FY11				
	Seats			
Day-Treatment Site	FY09	FY10	FY11	Cost
Project Excel	30	30	30	$226,631
St. Charles Intensive Day	30	30	30	$226,631
Totals	60	60	60	$ 453,262

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—7.

Noes—Director Woodward—1.

* * * * *

(Item 16) Action on Proposed Allocations for Project Direct Graduation (PDG) and General Educational Development Option Two (GED O2)

This item initiated by the Administration

Background

1. Senate Bill 241 was signed into law on May 8, 2000, and went into effect on July 1, 2000. The fundamental change of this Bill was renaming "Children at Risk" to "Children at Risk of Not Graduating from High School." The law sets standards for student outcome data. These standards include the percent of student attendance, academic units earned on a prorated basis, the number and percent of seniors receiving high-school diplomas, the percent of students staying in school, and the percent of students demonstrating on standardized tests or other appropriate measures at least one month's gain in reading and mathematics for each month of enrollment. Students are identified as At Risk of Not Graduating from High School if they meet the criteria outlined in State Statute 118.153, Children at Risk of Not Graduating from High School.

2. Milwaukee Public Schools (MPS) continues to have a need for programs serving at-risk students, as well as regular and special education students. The district enters into contracts for alternative school programs in the following areas:

- Project Direct Graduation (PDG)
- General Education Development Option Two (GEDO2).

Administration's Analysis

3. Project Direct Graduation

   a. On June 24, 2004, the Milwaukee Board of School Directors approved school-within-a-school programs in ten Milwaukee Public Schools to serve disruptive youth in grades 6-12 for the 2004-2005 school year. Twelve MPS schools successfully assigned students to school-within-a-school programs, serving 1,702 students during the 2004-2005 school

year. For the 2005-2006 school year, 14 schools — nine continuing schools, and five additional high schools — received approval and funding through a proposal process to serve students at risk of not graduating from high school. For the 2006-2007 school year, 14 schools — nine continuing schools, and five additional high schools — received approval and funding through a proposal process to serve students at risk of not graduating from high school.

b. For the 2007-2008 school year, 15 schools — 10 continuing schools, four additional high schools and one middle school — received approval and funding through a proposal process to serve students at risk of not graduating from high school. In addition to increasing the number of schools and program offerings, the school-within-a-school programs underwent a name change from Disruptive Youth to Project Direct Graduation (PDG). During the 2008-2009 school year, 17 schools — 15 continuing and two additional high schools — received approval and funding.

c. Project Direct Graduation programs provide alternative educational settings for those students within the traditional schools who are at risk of not graduating from high school. MPS is committed to providing these students with a smaller teacher/student ratio, individual instruction, alternative scheduling, academic and work linkages, and effective supports. The PDG seats, which were funded at $1,212 per FTE for the 2009-2010 school year, will be funded at $1,233 per FTE during 2010-2011 Funds will be transferred to individual schools, based on an application process. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

4. General Education Development Option Two

a. MPS received approval from the Wisconsin Department of Public Instruction (DPI) to provide GEDO2 programming at Kilmer Alternative High School, Juneau Business Charter High School, and South Division High School, beginning with the 2002-2003 school year. Each school had shown success each year and obtained approval to continue with the program. The program's success in the initial schools and the need to increase graduation rates prompted the Division of Diversified Community Schools to increase the number of GEDO2 sites within MPS.

b. In 2006-2007 Kilmer and South Division continued their programs. In addition to Kilmer and South Division, nine schools were approved by DPI and Diversified Community Schools to implement the GEDO2 program in 2006-2007. The GEDO2 Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high-school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to a traditional high-school diploma. This program offers students who are severely credit-deficient a means of demonstrating competency and earning a high-school diploma.

c . In order to be eligible for the GEDO2 program, students must be at least 17 years of age, one year behind their 9^{th} -grade class in credits earned, and able to demonstrate an ability to read at or above the 9^{th}-grade level. Students in the GEDO2 program attend school during the regular school day or the evening, depending upon the schedules at their schools. While in the program, students are to receive a minimum of 15 hours of school-based instruction in addition to a minimum of 15 hours supervised work experience.

d. The Board agreed to transfer of $237,600 for GEDO2 programs to agency programs at its regular meeting on June 29, 2006. These funds were used to increase and offer new GEDO2 programs at high schools which assist students age 17 years or older in ninth grade.

e. In 2006-2007, funds were transferred to individual schools at a rate of $1,138 per FTE. This amount increased to $1,175 per FTE for 2007-2008. The amount was based on the funds for the Project Direct Graduation Program. Schools received the funds after they completed an application and DPI approval was received by Diversified Community Schools.

f. The GEDO2 seats, which were funded at $1,212 per FTE for the 2009-2010 school year, will be funded at $1,233 per FTE for the 2010-2011 school year from Educational Services. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

5. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 70% of students will be on grade level in science as measured by the WKCE-CRT.

Statute, Administrative Policy or Board Rules Statement

6. The contract renewal process adheres to the provisions established by:

- Wisconsin Statute 118.153, Children at Risk of Not Graduating from High School, and
- Administrative Policy 3.09, which states that all contracts worth $50,000 or more require approval by the Milwaukee Board of School Directors.

Fiscal Impact Statement

7. This item authorizes expenditures. With the Board's approval, funds will be transferred from the Division of Educational Services account: $1,294,650 from AGP-0-I-AGN-1S-ECTV (Contracted Educational Services — Direct Graduation), and $554,850 from GED-0-I-AGN-1S-ECTV (Contracted Educational Services — GEDO2) to the MPS school sites (various school accounts). The funds will support the project Direct Graduation and GEDO2 programs at the various schools. Funds sufficient to support approved programs for the FY11 school year were appropriated in the FY11 MPS Budget.

Proposed Seats for FY11					
		Total FTE Seats			Total
Program	Grade	FY09	FY10	FY11	Contract
Project Direct Graduation	6-12	1,050	1,050	1,050	$1,294,650
System Wide —GEDO2	12	300	450	450	$554,850
Totals		1,350	1,500	1,500	$1,849,500

Implementation and Assessment Plan

8. Formal/informal assessments are implemented throughout the school year.

9. The requirements of the No Child Left Behind/NCLB Act include provisions to raise academic achievement for ALL children.

10. Programs will begin in September 2010.

Administration's Recommendation

The Administration recommends that the Board authorize the renewal, with respect to the General Educational Development Option Two (GEDO2) program and Project Direct Graduation (PDG) programs seats; the Administration recommends a delegation of authority to assign the seats on an as-needed-basis to schools previously approved by the Board.

Proposed Seats for FY11					
		Total FTE Seats			Total
Program	Grade	FY09	FY10	FY11	Contract
Project Direct Graduation	6-12	1,050	1,050	1,050	$1,294,650
System Wide —GEDO2	12	300	450	450	$554,850
Totals		1,350	1,500	1,500	$1,849,500

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 17) Action on Recommended Revisions to Administrative Policy 1.03, Parent Empowerment

This item initiated by the Administration

Background

1. In November 1992, the Board of School Directors adopted Administrative Policy 1.03, Parent Empowerment.

2. In June 1993, the Board approved the Administration's recommended revision to the MPS Parent Involvement Policy number (10) to read as follows:

> The Milwaukee Board of School Directors will ensure that each school form a shared decision-making group comprised of at least 33% parent representatives, and not more than 50% school community representatives. The school community representatives include staff and at least one student from each grade level at the middle and high schools levels. Parent representatives are to be chosen by parents, student representatives will be chosen by students. Community representatives could include business community, community agencies and organizations.

3. Upon acceptance of an informational report on the Elementary and Secondary Act On-Site Monitoring findings from the Wisconsin Department of Public Instruction (DPI), DPI recommended that the Administration update the District Parent Involvement Policy.

Administration's Analysis

4. In response to this request from the Department of Public Instruction, the Administration would like to bring forward revisions to the Administrative Policy 1.03, Parent Empowerment. Prior to this time, Administrative Policy 1.03 was last revised on February 25, 1995.

5. The revisions being brought forward are to better support parents/guardians and families as the first and foremost educators of their children.

6. At this time, the Administration is bringing forward for the Board's consideration minor revisions to the Administrative Policy 1.03: Parent Empowerment. These revisions are based on feedback from parents/guardians and other stakeholders during the 2008-2009 and 2009-2010 school years.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools involve families in the education of their children.

WTAM applicable measurable objective: The student attendance rate will increase to 95%.

Statute, Administrative Policy or Board Rules Statement

8. This item proposes language changes and corrections to accountability requirements.

Fiscal Impact Statement

9. This item does not authorize expenditures. No funding is required.

implementation plan

10. Upon approval by the Board, the revisions will be implemented.

Administration's recommendation

The Administration recommends that the Board approve the following changes to Administrative Policy 1.03, Parent Empowerment.

Administrative Policy 1.03
Parent Empowerment

(1) The Board acknowledges, affirms, and embraces parents/guardians and families as the first and foremost educators of their children.

(2) Further the Board:

(a) Commits to provide the resources necessary to sustain the intent of this policy by offering the ~~and~~ support needed to increase parental knowledge, access, accountability, and decision making within the district;

(b) Recognizes and encourages parental involvement, as stated in the Milwaukee Public Schools Parent Empowerment Policy; ~~that the needs and interests of parents and students must be central to achieving school and district-wide goals and objectives;~~

(c) Commits to respecting and empowering all parents/guardians;

(d) Commits to eliminating barriers to parental empowerment;

(e) Commits to the establishment of a parent organization ~~(PTA, PTSO, PTO, parent club, etc.)~~ in each school, with the organizational format to be determined by the parents;

(f) Commits to broadening parental input into the development of all policies, plans, and procedures that have an impact on the education of children in the Milwaukee Public Schools;

(g) Acknowledges that parents/guardians have a right to advocate for their children and to be accorded respect by all Milwaukee Public Schools employees;

(h) ~~Shall~~ Commits to ensure that each school forms a School Governance Council, which is the ~~a~~ shared decision-making group comprising at least 51% ~~33~~% parent representatives and not more than 49% ~~50%~~ school community representatives. The school community representatives are to include staff and at least two students from the middle and high school levels. Parent representatives are to be chosen by parents, and student representatives by students. Community representatives could include the business community and community agencies and organizations;

(i) Commits to establishing written and formalized procedures for hearing and resolving the complaints and concerns of parents through the parent service center in a timely manner;
(j) Commits to holding an annual Parent Orientation and Training for all parents/guardians and families of Milwaukee Public School students;
(k) Commits to ensure that each school has at least two parent delegates that serve on the District Advisory Council.

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 18) Action on Two Proposed Technical Amendments to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level

This item initiated by Administration

Background

1. In December 2008, the Administration responded to resolution 0809R-013 by Director Bonds to increase the graduation requirements and to review Administrative Policy 7.37. The Board approved changes in graduation requirements, adding additional mathematics, science, online learning, and service-learning requirements with the expectation that these will become the new graduation requirements for students in the class of 2014-2015. The changes in the policy's language that were made at that time, however, inadvertently removed existing graduation requirements. This item proposes a technical amendment to provide clarifying language related to the graduation requirements for the class of 2013-2014.

2. Furthermore, in order to align the current policy with Sec. 120.13(37) of State Statutes, there is a technical amendment to Section 5(e), Diplomas for Veterans. In addition to the requirements currently in the policy, veterans seeking high-school diplomas must be at least 55 years old and have a service-connected disability.

Administration's Analysis

3. This item seeks approval of items of two technical amendments to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level:

a. re-insertion of requirements for students graduating in the classes of 2010 through 2014, as they were inadvertently excluded during the most recent policy revision; and

b. insertion of the additional requirement dictated by Sec. 120.13(37) of Wisconsin State Statutes, relative to the requirements for veterans seeking high-school diplomas.

4. In order to gather feedback and conduct a comprehensive review of the policy to determine the level of academic rigor represented and the value of the respective diplomas, the Administration requests that the substantive changes that have been discussed at prior meetings of the Milwaukee Board of School Directors be brought forward during the 2010-11 school year. The Chief Academic Officer will lead this effort and will involve staff within the overall office as well as school-based personnel and the City Attorney.

Strategic Plan Compatibility Statement

5. The resolution supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers, and citizenship.

WTAM applicable measurable objectives: 75% of ninth-graders will graduate in 4 years. 75% of students will complete rigorous coursework.

Statute, Administrative Policy or Board Rules Statement

6. This item proposes language changes to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level.

Fiscal Impact Statement

7. This item does not authorize expenditures. Schools will incorporate any costs associated with implementation of the updated requirements into their local budgets.

implementation plan

8. Upon approval by the Board of School Directors, the proposed technical amendments to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, will be made.

Administration's recommendation

The Administration recommends that the Board approve the following technical amendments to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level *(three vertical dots indicate omission of unchanged sections of policy)*:

Administrative Policy 7.37
Graduation and Promotion Requirements and Learning Targets by Grade Level

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(1) GENERAL PROVISIONS

(a) The policy language in the previous Administrative Policy 7.37 adopted prior to December 16, 2008, continues to apply to high-school graduating classes through 2013-2014. The total number of Carnegie units required for graduation shall be 22, effective with the graduating class of June 2004 through 2013-2014. Fourteen of the 22 units required will be as follows:

Subject	Units
English/Language Arts	4.0
Mathematics	2.0
(This includes courses at or above the level Algebra 1.)	
Science	2.0
(This includes content and laboratory studies in the physical, biological, and chemical sciences.)	
Social Studies (from the following)	3.0
U.S. History	1.0
World History, World Geography, or World Studies	1.0
Urban Citizenship (grade 9 or 10	1.0

OR

BOTH American Government AND Economics (grades 11-12) (0.5 unit each) 1.0

Physical Education 1.5
Health 0.5
Fine Arts 1.0
TOTAL 14.0

(~~a~~ b) The total number of Carnegie units required for graduation shall be 22, effective with the graduating class of June 2014-15 and thereafter. Sixteen-and-a-half of the 22 units required will be as follows:

~~(b) Sixteen and a half of the 22 units required will be as follows:~~

Subject	Units
English/Language Arts	4.0
Mathematics (This includes courses at or above the level of Algebra 1.)	3.0
Science (This includes content and laboratory studies in the physical, biological, and chemical sciences.)	3.0
Social Studies (from the following)	3.0
U.S. History	1.0
World History, World Geography, or World Studies	1.0
Urban Citizenship (grade 9 or 10)	1.0
OR	
BOTH American Government AND Economics (grades 11-12) (0.5 unit each)	1.0
Physical Education	1.5
Health	0.5
Fine Arts	1.0
One of the following 0.5 credit options	0.5
Online Course	0.5
Community Service Experience	0.5
Service Learning Project	0.5
TOTAL	16.5

(c) Beginning with the class of 2014-2015 and thereafter, students who graduate from high school shall be required to have earned the Carnegie Units as described above and to demonstrate proficiency through one of two assessment criteria:

Criterion #1: *Test results* are proficiency levels in each subject area (mathematics, English/language arts, science and social studies) that are measured and defined by the Wisconsin Knowledge and Concepts Examination (WKCE), which is part of the Wisconsin Student Assessment System (WSAS).

— OR —

Criterion #2: *Classroom assessments based on standards* (CABS) are assessments that are created, administered, and scored by district teachers. These assessments are embedded in the curriculum and are directly aligned to the Wisconsin State Standards

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(5) DIPLOMAS

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(e) DIPLOMAS FOR VETERANS

1. Diplomas shall be awarded to certain veterans: The superintendent or designee shall direct the appropriate MPS high-school principal to award a diploma to a veteran if the superintendent or designee determines that the veteran meets all of the following criteria as set forth in Sec. 120.13(37), Stats:

2. The veteran must:

a. be at least 65 years old; and

b. have attended high school in the school district or attended high school in Wisconsin but reside in the school district; and

c. have left high school before having received a high school diploma to join in the U.S. Armed Forces during a war period, including, but not limited to, World War II, Korean Conflict, Vietnam War, Persian Gulf War, Afghanistan War, and the war in Iraq; and

d. have served on active duty under honorable conditions in the U.S. Armed Forces or in forces incorporated as part of the U.S. Armed Forces; or

e. be at least 55 years old and have a service-connected disability.

3. A high-school diploma shall also be awarded to a veteran who meets all of the criteria listed above in 2a through 2d above, notwithstanding the receipt by the veteran of a high-school-equivalency diploma after serving on active duty.

4. A high-school diploma shall also be awarded to a veteran, upon request, who has died, but who, before dying, satisfied the criteria listed in 2b through 2de above.

[Remainder of Policy is unchanged.]

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Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

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UNFINISHED BUSINESS

(Item A) Action on Technical Amendments to Board Rules Pertaining to the Committees of the Milwaukee Board of School Directors

Board Rule 1.11, Amendments to the Rules, mandates that, after considering proposed amendments to Board rules, the Committee on Legislation, Rules and Policies present its report to the Board, at which time the Board must hold the report over for consideration and action until the next regular meeting of the Board. In accordance with Board Rule 1.1, the Committee forwarded the following report to the Board at its meeting on June 24, 2010, at which time the Board held the item over until its July 2010 regular meeting. This item is now being presented to the Board for its consideration and action.

Background

1. At its meeting on January 28, 2010, the Board considered Resolution 0910R-020 by Director Bonds:

WHEREAS, The Milwaukee Board of School Directors recently authorized the creation of an Office of Accountability, to be implemented in January 2010; and

WHEREAS, The Board remains committed to maintaining proper oversight of the District and ensuring accountability to the parents, taxpayers, and citizens of Milwaukee; and

WHEREAS, In the past, the Board had, as one of its standing committees, the Accountability and Audit Committee, which considered issues of accountability and reviewed audits performed within the District; and

WHEREAS, The Accountability and Audit Committee has not been a standing committee since 1999; and

WHEREAS, A specific committee dedicated to accountability would add another layer of accountability to the District by allowing Board members to monitor the performance of the District; and

WHEREAS, All of the Board's committee meetings are open to the public; therefore, the open nature of the Committee's discussions would provide additional transparency to the District's operations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby creates the Committee on Accountability and Audit as a standing committee of the Board of School Directors; and, be it

FURTHER RESOLVED, That this committee will have five members who will be appointed by the Board president; and, be it

FURTHER RESOLVED, That the Accountability Committee will be charged with the duties of receiving the District's audits as well as considering issues pertaining to the accountability of the District; and be it

FURTHER RESOLVED, That this committee be established for the January 2010 Board cycle.

2. In response to the Resolution, the Board voted to:

a. adopt Resolution 0910R-020, amended to combine the current charge of the Board's Committee on Finance/Personnel with accountability matters and to change the name of the Committee on Finance/Personnel to the Committee on Accountability/Finance and Personnel;

b. direct that the Committee on Accountability/Finance and Personnel consider all audits;

c. direct that the Committee on Accountability/Finance and Personnel meet on a regular monthly basis;

d. fold the functions of the Committee on Safety and Climate — with the exception of the issues that had been reported to the Committee on Finance/Personnel prior to the creation of the Committee on Safety and Climate, which shall be returned to the Committee on Accountability/Finance and Personnel —into the charge of the Committee on Innovation/School Reform;

e. change the name of the Committee on Special Education to the Committee on Parent and Community Engagement, which shall address all of the current special education functions, Title I, recreation, parental involvement, CLCs, community partnerships, and all other parental and community public hearing;

f. by these actions, reduce the number of the Board's standing committees from 6 to 5. The Board's President will make the necessary changes to appoint the chairs relative to the reduction in the committee assignments; and

g. direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Analysis

3. At this time, in accordance with item 2.g, above, the Office of Board Governance is bringing forward its proposed changes to the following Board Rules to reflect the action taken by the Board.

a. Board Rule 2.01, Standing, Special, and Functional Committees:

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability/Finance, and Personnel"
- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- All instances of "Committee on Safety and Climate" eliminated

b. Board Rule 2.02, Committee Meetings, section (2):

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability/Finance, and Personnel"
- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- All instances of "Committee on Safety and Climate" eliminated

c. Board Rule 2.05, Committee on Special Education — Powers and Duties:

- All instances of "Committee on Special Education" changed to "Committee on Parent and Community Engagement"
- New section (5) added to reflect the Committee's charge to consider "all issues involving Title I, recreation, parental involvement, community learning centers (CLCs), community partnerships, and all other parental and community public hearing."

d. Board Rule 2.06, Committee on Finance/Personnel — Powers and Duties:

- All instances of "Committee on Finance/Personnel" changed to "Committee on Accountability/Finance, and Personnel"
- New language added to reflect assumption of accountability functions formerly assigned to the Committee on Innovation/School Reform.
- New language added to reflect assumption of safety functions formerly assigned to the defunct Committee on Safety and Climate.
- Subsequent sections renumbered to reflect addition of new sections above.

e. Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties:

- Policy revised throughout to reflect the reassignment of some of the Committee's previous duties to the Committee on Parent and Community Engagement.

f. Board Rule 2.12, Committee on Safety and Climate —Powers and Duties:

- Entire policy eliminated.

4. In accordance with item 2.g above, the reference to "the Committee on Finance/Personnel" in section (12)(8), Appeals, of Administrative Policy 3.09. Purchasing and Bidding Requirements, has been amended to read "the Committee on Accountability/Finance, and Personnel."

Statute, Administrative Policy or Board Rules Statement

5. Board Rule 1.11, Amendments to the Rules, states:

> Proposed amendments to the rules shall be presented at a regular Board meeting and shall be referred to the Committee on Legislation, Rules and Policies for its consideration and report thereon. The Committee's report with respect to such proposed amendment shall be presented to the Board and then held over until the next meeting, when it shall be considered and acted upon by the Board. A recorded affirmative vote of a majority of the members of the Board shall be necessary for the adoption, amendment, or repeal of rules, except as provided otherwise in article 1.14(3) of these rules.

Fiscal Impact Statement

6. Adoption of these proposed revisions will have no fiscal impact.

Implementation and Assessment Plan

7. The Office of Board Governance will publish the revised Board rules and administrative policy immediately upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board adopt the revisions to the following Board rules and administrative policy as presented below:

Board Rule 2.01
STANDING, SPECIAL, AND FUNCTIONAL COMMITTEES

(l) There shall be five regular standing committees of the Board. The Committees on ~~Special Education~~ Parent and Community Engagement, on Innovation/School Reform, on Legislation, Rules and Policies, ~~on Safety and Climate,~~ and on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall have five members each. All Board members shall be members of the Committee on Strategic Planning and Budget. Special committees consisting of Board members and/or other persons may be appointed by the Board or the president from time to time.

[Balance of Policy remains the same.]

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Board Rule 2.02
COMMITTEE MEETINGS

(1) Unless otherwise ordered by the respective chair, standing committees shall meet at 6:30 p.m., according to a schedule adopted by the Board on an annual basis.

(2) The Committee on ~~Special Education~~ Parent and Community Engagement, the Committee on Innovation/School Reform, and the Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall meet monthly, except in July.

(3) The Committee on Strategic Planning and Budget~~, the Committee on Safety and Climate,~~ and the Committee on Legislation, Rules and Policies shall meet at the call of the chair.

(4) Special meetings of committees and meetings of special and functional committees shall be held at the call of the respective committee chair or upon the written request of two committee members. Such request from committee members shall state the time and place of the meeting and the purpose or purposes for which it is being called.

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Board Rule 2.05
COMMITTEE ON ~~SPECIAL EDUCATION~~ PARENT AND COMMUNITY ENGAGEMENT — POWERS AND DUTIES

(1) The Committee on ~~Special Education~~ Parent and Community Engagement shall monitor and assess district and school progress in meeting state and federal mandates as well as the Board's goals and standards in all matters relating to serving students with special needs.

(2) The Committee shall consider, evaluate, and monitor district and school compliance with legal responsibilities, reform initiatives, parent and advocacy group recommendations, and policy development in the area of its focus.

(3) The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all departments, functions, initiatives, schools, and district services and activities pertaining to students with special needs.

(4) The Committee shall review all reports issued relating to special education to ensure that departments, divisions, and schools implement recommendations for internal control, compliance, and program effectiveness so that the Board can assure the public that all special education programs and operations are effectively serving students with special needs.

(5) The Committee shall address all issues involving Title I, recreation, parental involvement, community learning centers (CLCs), community partnerships, and all other parental and community public hearing.

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Board Rule 2.06
COMMITTEE ON ~~FINANCE/PERSONNEL~~ ACCOUNTABILITY, FINANCE, AND PERSONNEL — POWERS AND DUTIES

(1) The Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all disciplinary and evaluation matters as currently set forth in any collective bargaining agreements, as well as those matters specified in the Administrators and Supervisors Council's grievance procedures and on the principal and teacher evaluation process.

(2) The Committee on Accountability, Finance, and Personnel shall monitor and assess district and school progress in meeting the Board's goals and standards, including performance and program audits and other assessment reports. The Committee shall consider the district accountability plan, the district report card, monitoring of reform initiatives, and monitoring of decentralization. The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all department, functions, initiatives and schools.

~~(2)~~ (3) The Committee on ~~Finance/Personnel~~ Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all financial matters pertaining to the Board's Contingent Fund, contracts, and bids required by law, modification of technology, student transportation, and attendance-district boundaries.

(a) The earmarking of an amount in, or the transfer of money from, the Board's Contingent Fund shall require a recorded affirmative vote of two thirds of the Board members present at the Board meeting at which either such action is taken.

(b) The Committee shall recommend fund-transfer policies specifying those transfers that may be authorized by the Superintendent and those which require review and approval of the Board.

~~(3)~~ (4) The Committee on Accountability, Finance, and Personnel shall consider financial analysis reports and financial audits and shall monitor compliance with executive limitations.

~~(4)~~ (5) The Committee on Accountability, Finance, and Personnel shall have oversight of all district audit activities. It shall review the reports of the Office of Board Governance/Audit Services as well as those reports issued by external auditors to ensure that departments, divisions, and schools implement recommendations regarding internal control, compliance, economical sufficiency, and program effectiveness so that the Board can assure the public that all operations and programs funded with public resources are operating effectively, efficiently, and economically.

~~(5)~~ (6) The Committee on Accountability, Finance, and Personnel shall have all of the Board's books and accounts audited annually by a certified public accountant and shall transmit the respective audits and reports to the Board at its regular meeting within two months after the audit is issued. The audit shall include a report by the certified public accountant on observations and recommendations relating to internal controls and other accounting, administrative, and operating matters.

~~(6)~~ (7) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all facilities matters, including building repairs, alterations, improvements, improvement of grounds, purchases, development of sites, erection of new buildings, additions to buildings, and major alterations and remodelings. No site shall be purchased or leased, nor shall any building be erected or materially altered or remodeled, without resolution duly recommended by the Committee and passed by the Board, except as the Board shall otherwise provide for in its policies.

(8) The Committee on Accountability, Finance, and Personnel shall consider, monitor, assess and make recommendations to the Board on all matters pertaining to school and district safety and security.

(9) The Committee on Accountability, Finance, and Personnel shall review, monitor and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety and health codes and statutes.

(10) The Committee on Accountability, Finance, and Personnel shall consider, review and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact on schools and the District.

(11) The Committee on Accountability, Finance, and Personnel shall receive and consider the recommendations of community partners, City departments and other non-MPS entities that relate to district safety and climate issues.

(12) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations regarding transportation safety and safe-passage matters.

~~(7)~~ (13) The Committee on Accountability, Finance, and Personnel shall consider and make recommendations to the Board on all personnel matters, including matters pertaining to the appointment of all full-time and regular part-time employees as required by law or Board policies; approval of personnel transactions as required by law or Board policies, including appointment of probationary personnel; and allocation of appropriated funds for new and vacant positions and student personnel, including student rights policy, review of student discipline, and student complaints.

~~(8)~~ (14) Other items to be considered by the Committee on Accountability, Finance, and Personnel shall include:

(a) Salary Schedules. The Committee shall consider all proposals or requests for revisions or changes in salary schedules and shall make recommendations thereto. Upon recommendation by the Committee, the Board shall annually determine and fix salary schedules for all of its employees — except the prevailing wage rates, which may be amended by the Board from time to time. (A recorded affirmative vote of two thirds of the members of the Board shall be required for the amendment or repeal of the provision concerning the amendment of prevailing wage rates). All schedules of salaries annually fixed by the Board shall be adopted for the same period and on the same year-basis as the annual school budget is adopted by the Board.

(b) Salary Increases. No increase in salary without change in duties and responsibilities, other than automatic training and service increments provided for in salary schedules and increases based on Board-approved changes in the prevailing wage rates, shall be granted except upon recommendation of the Committee and approval of the Board or by special action of the Board.

(c) Teachers' Examination and Appointment.

1. The examination of teachers shall be conducted by the Superintendent and his/her assistants, and the results of such examination shall be available for inspection by the Committee.

2. In conformity with and subject to the provisions of sections 119.18 and 119.32 of the Wisconsin Statutes, the employment, classification, transfer, and promotion of all employees included thereunder shall be acted upon by the Board upon recommendation of the Superintendent and approval by the Committee. Classifications and transfer refer to the various groups and divisions of the salary schedules.

3. All appointments shall be to the unassigned list. Assignments shall be made by the Superintendent.

(d) Probationary Appointments. Before the monthly meetings of the Committee in December and May, and at such other times as may be necessary, it shall be the duty of the Committee to receive from the Superintendent a report of certificated and recreation and community-education personnel serving on the probationary list who are recommended for continued employment. Upon the Committee's recommendation, the Board shall consider and approve all recommendations.

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Board Rule 2.10
COMMITTEE ON INNOVATION/SCHOOL REFORM — POWERS AND DUTIES

(1) The Committee on Innovation/School Reform shall consider and make recommendations to the Board on emerging issues and new ideas in education and their relationship to achievement of the Board's goals and standards. The Committee shall serve as the primary vehicle for discussing programs, initiatives, reforms, and other subjects needing public input.

(2) The Committee shall consider instructional reform issues and plans; charter school and partnership school proposals and contracts; innovative school proposals; proposals and plans for closing/reconstituting schools; graduation standards and benchmarks; K-12 learning goals and curriculum reform; establishment of measurement criteria or standards; ~~performance and program audits;~~ non-routine, futuristic instruction items; decentralization initiatives and policy modification; and development in the area of its focus.

~~(3) The Committee shall monitor and assess district and school progress in meeting the Board's goals and standards, including audits and other assessment reports. The Committee shall consider the district accountability plan, the district report card, monitoring of reform initiatives, and monitoring of decentralization. The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all department, functions, initiatives and schools.~~

— ◊ —

~~Board Rule 2.12~~
~~COMMITTEE ON SAFETY AND CLIMATE — POWERS AND DUTIES~~

~~1. The Committee on Safety and Climate shall consider, monitor, assess and make recommendations to the Board on all matters pertaining to school and district safety and security.~~

~~2. The Committee on Safety and Climate shall review, monitor and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety and health codes and statutes.~~

~~3. The Committee on Safety and Climate shall consider, review and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact on schools and the District.~~

~~4. The Committee on Safety and Climate shall receive and consider the recommendations of community partners, City departments and other non-MPS entities that relate to district safety and climate issues.~~

~~5. The Committee on Safety and Climate shall consider and make recommendations regarding transportation safety and safe passage matters.~~

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Administrative Policy 3.09
PURCHASING AND BIDDING REQUIREMENTS

(12) Supplemental Contract Conditions

8. APPEALS

An apparel contractor who objects to any decision or action by the Procurement Manager relative to specifications and recommendations for purchasing items of apparel,

may appeal the decision to the Committee on F~~inance/Personnel~~ Accountability, Finance, and Personnel of the Milwaukee Board of School Directors.

[Balance of Policy remains the same.]

Director Miller moved to adopt the revisions to Board Rules and Administrative Policy as presented above.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on July 1. The focus of the meeting was on sharing information regarding MPS Head Start with families transitioning children from the birth-to-three programs.
2. The Head Start Coordinator participated in meeting of the MAP Screener Committee on July 1, 8, 13, 14, 21, 22, and 28. The purpose of the meetings was to plan the district-wide implementation of the MAP Screener.
3. The Head Start Coordinator participated in a Houghton Mifflin Harcourt implementation planning meeting on July 6.
4. The Head Start Coordinator participated in an early childhood professional development planning meeting on July 12. The meeting was held to plan and align professional development associated with the Comprehensive Literacy Plan.
5. The Health Coordinator participated in a meeting on July 15 with Diane Flanagan from Children's Health Alliance of Wisconsin. The meeting was held to review the Head Start oral health program in the 2009-2010 school year and to plan activities for the 2010-2011 school year.
6. Head Start teacher leaders participated in training sessions on July 13, 21, and 22. The purposes of the sessions were to gain a better understanding of compliance as it pertains to the areas of eligibility, recruitment, selection, enrollment and attendance, parental involvement, health, mental health, and disabilities services.
7. The Head Start Coordinator participated in a Core Health Services meeting on July 14. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

8. Management meetings were held on July 9 and 23. The meetings focused on program updates, changes, and planning for Policy Council meetings.

9. The Head Start Policy Council met on Wednesday, July 28. The meeting focused on the Comprehensive Literacy Plan.

10. The ERSEA Manager participated in a parent and student services training on July 29. The meeting was held to plan for summer enrollment.

Enrollment

11. There were 1,020 students enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year as of the last day of student attendance.

12. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2009-2010 school year as of the last day of student attendance.

13. There were 717 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of July 16.

14. There were 50 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2010-2011 school year as of July 16.

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(Item 2) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

District Advisory Council Activities

- June 3, 2010

  District Advisory Council Meeting (DAC) — Central Services Auditorium

  The Comprehensive Literacy Plan was the topic for the DAC's June meeting. District staff presented the Plan and information on what parents can expect from the district. There were 23 DAC members and nine non-DAC members present.

- June 10, 2010

  District Advisory Council Executive Committee — Central Services

  During the month of June, the Committee reflected on the last DAC meeting and started to plan on meeting dates for the summer. Seven of the DAC Executive Committee members and one MPS staff member were present.

- July 8, 2010

  District Advisory Council Executive Committee — Central Services

  During the month of July, the Committee went over the agenda items, which included planning for the Parent Orientation and Training (District Annual Parent Meeting), the Youth Summit, 2010-2011 DAC meeting topics, and a discussion of use of the DAC office in Title I. Nine committee members, three) MPS staff, and one PTA representative present.

- July 9, 2010

  District Advisory Council Executive Committee —U.S. Department of Education, Region V Office (Chicago, IL)

  P.O.W.E.R in Education (Parents Only Want Equal Rights) hosted a forum on the Blueprint for Reform. The forum included "A Conversation with Parents around Family Engagement and the

Elementary and Secondary Education Act (ESEA) Reauthorization." The presenter for this information was Alberto Retana from the U.S. Department of Education. Other presenters were from the following U.S. Department of Education Region V Offices: Federal Student Aid, Civil Rights, Communication and Outreach, and Inspector General. MPS staff members, community partners, and members of the DAC Executive Committee were present.

Upcoming Meetings

- The DAC Executive Committee will meet with Dr. Thornton, Superintendent of Schools, on August 5, 2010.
- The next DAC Executive Committee Meeting will be held August 12, 2010, at Central Office.

* * * * *

RESOLUTIONS

Resolution 1011R-010

by Director Falk

WHEREAS, Milwaukee Public Schools is committed to providing a variety in educational options for all of the district's students; and

WHEREAS, Since the implementation of the Chapter 220 Program in 1976, the Milwaukee Public Schools has participated in this school-integration program; and

WHEREAS, This program provides opportunities for students in MPS to attend public schools in surrounding suburbs in Milwaukee County and for suburban students to attend MPS schools; and

WHEREAS, Opportunities for MPS students are further increased through Wisconsin's full-time inter-district public school open-enrollment program, which allows parents to apply for their children to attend school in school districts other than those in which they reside [Wis. Stats. § 118.51]; and

WHEREAS, Outside of the internal procedures for participation, within the open- enrollment program, the nonresident school district may deny an application for reasons specified in statute, which include cases in which:

- the special education or related services required by the student's individualized education program (IEP) are not available in the non-resident school district or there is no space in the special education or related services required by the student's IEP [Wis. Stats. § 118.51(5)(a)4.];
- The student has been referred for a special education evaluation, but has not been evaluated [Wis. Stats. §118.51(5)(a)6.]; and

WHEREAS, Private schools in the voucher programs are not required to enroll special education students and provide the services needed to ensure a well-rounded quality education for this category of students; and

WHEREAS, With the ability to not accept applications of students with special needs, private schools are serving very low populations of students requiring special educational services and many times are redirecting students back to the public schools; and

WHEREAS, No school district — suburban, urban, private or public should be able to reject an application based on a student's educational need or economic status; and

WHEREAS, Many of the participating suburban school districts are willing to create classes and hire teachers to accommodate regular students coming from outside of their districts, but the same practice is not evident for students with special needs; and

WHEREAS, All school districts and private entities that receive public funding for education should be equipped to serve all students, regardless of their abilities and economic status; and

WHEREAS, The ability to screen applications for enrollment and to choose only the "good" student goes directly against the valiant efforts of Milwaukee Public School to maximize educational options for all students; and

WHEREAS, Such practices can adversely affect large urban school districts and create an imbalance in student populations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct that lobbying efforts be added to the district's Legislative Agenda to change language in the open-enrollment law and school-choice laws that allow school districts to reject applications based on students' abilities or economic status; and be it

FURTHER RESOLVED, That the Board direct its delegate to the Wisconsin Association of School Boards (WASB) to present this to the organization, codifying the Milwaukee Board of School Directors' support for these efforts; and be it

FURTHER RESOLVED, That these actions commence immediately upon the Board's adoption of this resolution.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 1011R-011

by Director Falk

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More Action Plan for Milwaukee Schools,* Goal 7, states "The district's central services departments support student learning"; and

WHEREAS, In the Information Age, the ability to access, use, and evaluate information competently is an essential skill which children need to have to succeed; and

WHEREAS, While school libraries are the means by which students can access information, learning tools, entertainment, they can serve little purpose without a qualified professional to help students gain such access; and

WHEREAS, When staffed with qualified professionals, school libraries become sophisticated 21st-century learning centers that offer a variety of opportunities to ensure student achievement; and

WHEREAS, The State of Wisconsin established the Common School Fund to be distributed to school districts, based on enrollment, to purchase library materials; and

WHEREAS, For FY11, MPS will receive approximately $30 per pupil from the Common Fund, which is then to be divided up among each school, based on each school's enrollment; and

WHEREAS, Wisconsin Statue 43.70(3) provides that money received by school districts from the Common School Fund is to be used to purchase only library materials, including books, audiovisual material, and items from the Wisconsin historical society; and

WHEREAS, The Common School Fund was established by the Constitution of the State of Wisconsin at a time when the Founders could not envision the vast array of services provided by school libraries in modern times; and

WHEREAS, A mere twenty-five percent of the proceeds from the Common School Fund can be used to purchase computers and related software, and only when the person that supervises their use is a certified media specialist; and

WHEREAS, The Statutes state that the funds may be used only for materials, which means that the hiring of a certified librarian is not an eligible expenditure of Common School Fund proceeds; and

WHEREAS, Certified school librarians act as instructors by helping students become information-literate and by giving teachers planning breaks; as collaborators by working with teachers to plan, instruct, and evaluate student learning; and as innovators by integrating new technology into the learning process; and

WHEREAS, Because certified school librarians work with everyone in the school (students, teachers, and administrators), they are in a unique position to offer insight into student achievement and can help to ensure that all students and staff are effective users of information and ideas; and

WHEREAS, Nineteen independent studies of school districts nationwide have consistently shown that schools that have well-crafted library programs with certified librarians at the helm see double-digit increases in standardized test scores, higher ACT scores, increases in reading enjoyment scores, and improved writing skills than do schools who do not have library programs run by certified professionals; and

WHEREAS, Students in a 2006 study of Wisconsin school library programs said that they saw the librarian as another teacher who taught information, technology, and communication skills that are not skills covered in the classroom; and

WHEREAS, The same Wisconsin study showed that schools with a highly visible certified librarian saw their libraries become the hubs of the schools, with library services contributing significantly to curriculum and instruction; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby direct the Office of Board Governance-Governmental Relations Services to lobby the State to allow school districts the discretion to use up to 50% of the proceeds of the Common School Fund to fund certified school librarians; and, be it

FURTHER RESOLVED, That individual MPS schools will be permitted to pool their allotments from the Common School Fund in order to share a librarian; and be it

FURTHER RESOLVED, That this lobbying effort be added to the district's Legislative Agenda upon the Board's adoption of this resolution.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 1011R-012

by Director Spence

WHEREAS, The *Working Together Achieving More* Action Plan to Improve Milwaukee Public Schools, states as a core belief that "leadership and accountability are keys to our success"; and

WHEREAS, The Milwaukee Board of School Directors remains committed to maintaining proper oversight of the District and to ensuring accountability to the students, parents, taxpayers, and citizens of Milwaukee; and

WHEREAS, All of the Board's committee meetings are held in a public forum to ensure that the open nature of the Committee's discussions will provide additional transparency to the District's operations; and

WHEREAS, Wisconsin State Statutes on public records, §19.31, Declaration of Policy, states "[A]ll persons are entitled to the greatest possible information regarding the affairs of government and the official acts of those officers and employees who represent them"; and

WHEREAS, Members of the public are expressing an increasing desire to see more accountability and transparency in the way in which publicly funded entities operate; and

WHEREAS, Wisconsin State Statutes on Employment Relations, §111.70, defines "collective bargaining" as the good-faith effort between the representatives of both the employer and the employee to meet to reach an acceptable agreement, or to resolve conflicts pertaining to wages, hours, and conditions of employment; and

WHEREAS, School districts, according to §111.70(4)(n), must also enter into collective bargaining to reach an agreement on time spent during the school day, separate from pupil contact time, to prepare lessons, labs, or educational materials; to confer or collaborate with other staff; or to complete administrative duties; and

WHEREAS, Statute 111.70(o) further states that any plan to develop or change a teacher-evaluation plan under §118.225 is also a mandatory subject of collective bargaining; and

WHEREAS, Although not required by statute, it has been a long-standing practice for the Board and recognized bargaining units to negotiate such issues as health and dental benefits, life insurance, sick leave, various leaves of absence, jury duty, distribution of paychecks, tuition reimbursement, faculty lounge provision, the school year, length of school days, parent-teacher conferences, and school safety; and

WHEREAS, It is the current practice to conduct collective bargaining negotiations in a forum that is not open to the public; and

WHEREAS, Conducting collective bargaining negotiations in a public forum would add an additional layer of transparency to the District's affairs; and

WHEREAS, Neither Board Governance Policy 2.14, Negotiations, nor Administrative Policy 6.20, Contracts, Employee Benefits, and Compensation Plans, preclude the possibility of negotiating in public; and

WHEREAS, State Statute 111, Employment Relations, does not preclude the possibility of public negotiations; and

WHEREAS, The Milwaukee Board of School Directors has no formal agreement with any recognized bargaining unit to keep proposals subject to collective bargaining confidential; and

WHEREAS, The transparency of public negotiations would prove advantageous both for employees, who would be better able to make their wishes known to their union representatives, and for citizens and taxpayers, who would have a better opportunity to convey their concerns to their elected school board members; and

WHEREAS, Conducting collective bargaining in a public forum would enable Milwaukee Public Schools to be an innovator in the nationwide effort to ensure transparency in government, since it is rare for government bodies to negotiate in public; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby direct the Administration to attempt to reach an agreement with recognized bargaining units to conduct bargaining negotiations in work sessions to be held in a public forum; and be it

FURTHER RESOLVED, That such an attempt be made immediately upon the Board's adoption of this resolution..

Referred to the Committee on Accountability, Finance, and Personnel.

Resolution 1011R-013

by Director Blewett

WHEREAS, In the *Working Together, Achieving More, Action Plan to Improve Milwaukee Public Schools,* a core belief is that "community partnerships add value"; and

WHEREAS, The Milwaukee Board of Directors has a rich history of working with our community partners to establish unique learning opportunities for students; and

WHEREAS, The MPS Partnership for the Arts has succeeded in creating new, and fostering existing, partnerships among the district, the arts community, and the philanthropic community to provide enriching learning opportunities in the arts for our students; and

WHEREAS, Research has shown that participation in extracurricular programs increases academic achievement, while involvement in physical education teaches students life skills such as discipline, self-sacrifice, self-confidence, and accountability; and

WHEREAS, Students who participate in extracurricular programs tend to have higher grade-point averages, better attendance records, lower dropout rates, and fewer disciplinary problems, and such programs are an extension of the school's educational program; and

WHEREAS, In 2001-2003, the Board adopted a waiver to Administrative Policy 7.18(4a), Eligibility Criteria, which stated, "To compete in interscholastic extracurricular activities, athletics or academics, a high school student must maintain a minimum 2.0 grade-point average"; and

WHEREAS, The waiver allowed ninth- and tenth-grade students to follow the Wisconsin Interscholastic Athletic Association's Rules of Eligibility, which require that a student receive no more than one failing grade in the most recent grade-reporting period; and

WHEREAS, This waiver was adopted with the initiation of the Extracurricular Initiative, and participation increased by 851 athletes from over a two-year period; and

WHEREAS, With the waiver of the eligibility requirements for intra-school activities such as clubs, organizations, and related groups, there was increased student participation in physical activities and increased student engagement in school, and as proven by research, higher grade-point averages from the student athletes; and

WHEREAS, Many forms of physical education involve team sports, which teach children responsibility, how to collaborate, how to communicate, and how to share their talents and resources to achieve a common goal, all of which are skills that will prepare them for life after high school; and

WHEREAS, Participation in physical education affords students the opportunity to experience both wins and losses, which teaches students important ideals such as sportsmanlike conduct and the importance of learning from one's mistakes; and

WHEREAS, Most physical education events take place during evenings or on weekends, which would allow additional opportunities for parental involvement, especially for working parents; and

WHEREAS, Membership in physical education activities provides an outlet for physical energy, frustration, and anger, and when given ample opportunity to "let off some steam," a child is better able to focus when in the classroom; and

WHEREAS, One out of every three children are considered overweight, putting them at greater risk for Type II diabetes, heart disease, and cardiovascular diseases; and

WHEREAS, MPS recognizes that one of the best ways to reduce childhood obesity is to be more physically active, which is demonstrated in the district's graduation requirement for physical education; and

WHEREAS, MPS has seen successes with our community partnerships in both curricular and social services areas; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an MPS Partnership for Physical Education to be modeled after the MPS Partnership for the Arts; and be it

FURTHER RESOLVED, That the plan for the MPS Partnership for Physical Education have the requirement of funding matches and community collaboration, as with the Partnership for the Arts, and a focus to increase involvement in winter, crew, and other water sports; and be it

FURTHER RESOLVED, That the authorization of monies from the Extension Fund for the creation of the MPS Partnership for Physical Education include a provision for the award of scholarships for students who could otherwise not afford to participate in physical education programs and for the promotion of such activities.

Referred to the Committee on Innovation/School Reform.

Resolution 101R-014

by Director Bonds

WHEREAS, The *Working Together Achieving More* Action Plan to Improve Milwaukee Public Schools, Section II, High Performing Schools and Classrooms, Goal #5, states that, "School staffs are supportive and responsive to students and families"; and

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a college-preparatory program at the elementary grades; and

WHEREAS, Current district schools that offer IB programming, such as Rufus King International IB School and Ronald Wilson Regan IB, continue to have wait lists each year; and

WHEREAS, The district also has two IB Middle-Years programs, serving grades 6-8, and for the Fall of 2010, Hawley Environmental Charter School will offer IB programming at the elementary level; and

WHEREAS, The yearly wait lists at the schools offering the rigorous IB curriculum demonstrate that Milwaukee parents want their children to be able to take advantage of this program offering; and

WHEREAS, Through the establishment of the Middle-Years Programs, and now an elementary-level program, MPS has embarked upon the request of parents to establish a K-12 continuum for IB curriculum; and

WHEREAS, Increasing college-preparatory program offerings such as IB at the elementary school level would be beneficial to the district, as more children would attend MPS schools; and

WHEREAS, As the district strives to continually meet the demand for high-quality educational programs at all levels, and for all children, MPS is being afforded a valuable opportunity; and

WHEREAS, With the continued high demand for the IB program option, MPS must continue to replicate its most academically successful programs; now, therefore, be it

RESOLVED, That the Administration develop a plan to create an IB elementary school program option at Phillip Elementary School, establishing a community of schools offering a K-12 continuum of the IB program on the north side; and be it

FURTHER RESOLVED, That the school be renamed the Rufus King International Baccalaureate (IB) Elementary School; and be it

FURTHER RESOLVED, That the Administration be instructed to identify an administrator capable and willing to work collaboratively with parents and teachers and to lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers develop and present a formal proposal, not later than the December Board cycle, with plans for opening the IB elementary school program in the Fall of 2012; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall advertise and recruit potential new students who wish to enroll in the program for the upcoming school year.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 9:50 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 26, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (7:20 PM), Falk, Miller, Thompson, Voeltner, Woodward, and President Bonds—7.

Absent and excused—Directors Petersons and Spence—2.

The President requested a moment of silence in memory of Mykhala Shackelford, a student at Gaenslen who passed away due to various health issues.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present a posthumous "Excellence in Education Award" to:

NEAL H. SCHOWALTER
MPS Teacher/Administrator

Neal Schowalter dedicated 43 years to Milwaukee Public Schools as a teacher, administrator, and consultant. He positively impacted on the lives of many students, families, and colleagues in the process and was proud of and enjoyed his lifetime of work for Milwaukee Public Schools.

Mr. Schowalter attended MPS schools and was a proud graduate of Washington High School — Class of 1953. He was hired by MPS in 1960 and worked as a teacher at Edison Junior High School, the first of his many assignments in the district. One of the first leadership roles he assumed was as Chairman of the Math Department at Edison.

In 1967, Mr. Schowalter became a teacher on special assignment to the MPS Central Office Data Processing Department. There he was a programmer and writer of the first data processing curriculum. He helped develop an original computerized testing system and computerized the MPS student database and exceptional education record-editing system.

From 1973-1983, Mr. Schowalter worked in the Division of Long Range Planning, where he created a computerized addressed coding system. From 1983-1993, he worked as Manager of Customer Support and Training. There he conceptualized and

implemented the use of personal computers in the MPS school office. Neal also implemented and managed the School Office Mentor program for 112 Elementary Schools. That program continues today as the secretarial help desk.

Mr. Schowalter experienced many professional rewards during his career in the field of education. Seeing people "get it" was one of the great thrills in his life as an educator and leader. Instead of giving students the answer, he provided the necessary tools and strategies for self-discovery.

Mr. Schowalter became the unofficial, *de facto* historian and archivist for the Milwaukee Public Schools. He was often called upon to provide information about MPS's past — the former name of a school, information about a long-retired school principal, etc.

Upon his retirement in 2003, Mr. Schowalter led the development of the Milwaukee Schools Historical Society, the foundation of which was the vast collection of documents, photographs, and other materials relating to the history of MPS and its schools. Principals and school engineers would often call him when they were about to dispose of some piece of MPS history — old yearbooks, school newspapers, long-forgotten student artwork, outdated and unwanted furniture, etc. — that their schools no longer had a use for. Many times, Mr. Schowalter would have to literally rescue an artifact from a school's dumpster. It was mainly through his efforts that the Milwaukee Schools Historical Society gained possession of a biplane, which was one of the two airplanes built by students of Bay View High School in the early 1960s and the only one that survives.

The Milwaukee Board of School Directors and the entire school community recognize Neal Schowalter for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 3, 12, and 24, 2010, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Communication Regarding the Proposed Re-Use of the Sarah Scott Building As a Professional Development Center

TO THE BOARD OF SCHOOL DIRECTORS:

Professional development is a key priority for the Administration. Appropriate professional development can strengthen staff members' skills and help improve academic outcomes for students.

The Administration plans to greatly expand professional development opportunities in the coming months and years and already is improving teacher participation in professional development in critical academic areas. During the week of July 26, for example, the district provided professional development training related to the comprehensive literacy plan to 1,800 pre-K to grade eight educators. As of August 16, 1,300 educators were signed up to receive comprehensive literacy plan training during the week of Aug. 23.

The expansion and relocation of the Morse program into the Marshall High School building, formerly used as the district's professional development center, necessitated the relocation of the professional development center to a new site.

In choosing a location for a new professional development center, the Administration sought a building that was adequately sized, accessible from all points of the city, and was equipped with sufficient technology to accommodate different training methods and group sizes. The Administration also sought flexible space that could be configured for collaborative development opportunities and a building that contained classrooms where best practices could be modeled. The Administration also considered expansion potential and the costs of any potential remodeling that needs to be done.

The Administration, after evaluating Twenty-Seventh Street School, Sarah Scott, and Milwaukee Education Center (MEC), determined that the former Sarah Scott Middle School building, 1017 N. 12th St., is most appropriate for use as the district's professional development center. Sarah Scott is centrally located, air conditioned for year-round use, includes adequate parking space, is located on a bus line, has flexible space to accommodate various sized groups, provides full access to a gymnasium and cafeteria and features a flexible building design. In addition, it is centrally located.

Many professional development functions already have been moved from the Marshall building to Sarah Scott. Some other staff, including special education itinerant teachers and home and hospital teachers, who were housed at Marshall also have been moved to the Sarah Scott building. The Administration is reviewing where they should be stationed on a permanent basis.

The incremental cost of operating the building is estimated at $300,000 and includes costs associated with building operations staff, uniforms and supplies; utilities; rubbish collection; and security.

The Administration anticipates, at least in the first stages of establishing the professional development center at Sarah Scott, that any remodeling costs incurred will be modest. Remodeling costs are anticipated to be about $110 per square foot, not including fixtures, furniture or equipment. The Administration cautions that the figure is an early estimate and likely will be modified once a scope of work is defined. The Administration will bring to the Board proposed contracts for remodeling or other work at the site in accordance with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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(Item B) Report on an Additional $14.4 million of American Recovery and Reinvestment Act (ARRA) Funding

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On August 19, 2010, the Wisconsin Department of Administration notified Milwaukee Public Schools that it will receive $14,432,873 through the federal Education Jobs Fund. These funds, which are part of the American Recovery and Reinvestment Act (ARRA), may only be used to rehire, retain, and employ teachers and educational support staff. Funds cannot be used to support school district-level general administrative costs, nor can they be used to pay for contractual school-level services by individuals who are not employees of the district.

The funds are for a one-year period, beginning July 1, 2010, and ending June 30, 2011. All fund expenditures must be made and reported to the state, in accordance with ARRA reporting requirements, no later than July 6, 2011. These funds will not affect state local school district revenue caps.

The General Education Provisions Act applies to these funds. The Act automatically allows a state to carry over for one additional year any federal education funds that are not obligated during the period for which they were appropriated. The Act may permit states to allow local educational agencies until September 30, 2012, to obligate the Education Jobs Funds.

As a result of declining revenues and increased benefit costs, 260.50 FTE teacher positions were eliminated in the FY11 budget. This resulted in 482 contracted teachers receiving layoff notices.

The Administration intends to use Education Jobs Funds and local funding to call back as many teachers as funding can support. The base amount of Education Jobs Funds could allow the district to potentially recall/hire as many as one hundred forty-six (146) positions, depending on actual employee costs and additional federal regulations that may apply. As of August 24, 2010, 240 teachers were recalled with a combination of local and Education Jobs Funds. The Administration is awaiting information from the DPI on the federal and state maintenance of effort and supplanting requirements that may apply to the Education Jobs Funds. In order to avoid potential federal supplanting and maintenance of effort issues and to maximize the available resources, it is the intent of the Administration to place re-hired employees under this grant into a centrally managed teacher "pool" for deployment while the Administration works to establish a needs-based allocation criterion.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 5 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Thompson moved to accept the reports of the Independent Hearing Officers of August 23 and 24, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Voeltner, Woodward, and President Bonds—6.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Accountability/Finance and Personnel Committee, Item 4, action on prevailing wage rates;

Accountability/Finance and Personnel Committee, Item 9, a report on an actuarial estimate of the district's obligation for post-employment benefits; and

Accountability/Finance and Personnel Committee, Item 11, action on a resolution, under Section 119.25 of the Wisconsin Statutes, to delegate the Board's expulsion authority to Independent Hearing Officers.

On the motion of Director Falk, the balance of the reports of the Standing Committees was adopted, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Voeltner, Woodward, and President Bonds—6.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Service Information

MONTHLY (Data collected annually reflect activities that began July 1, 2010)					
2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,801	104	77%	2	100%
Sept					
Oct					
Nov					
Dec					
Jan					
Feb					
Mar					
April					
May					
June					

YEAR-END COMPARISON (Data reflect activities recorded from July 1, 2009, to June 30, 2010).					
School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
2008-09	18,235	5,473	55%	3,552	77%
2009-10	18,520	5,487	54%	3,632	75%

2. Data-Management Services — Special Services Information Management System (SSIMS) Report As of July 31, 2010.

- Provided SSIMS/Encore trainings for year-round schools. Continued preparation for Fall 2010 training activities.
- Continued sessions with Spectrum K12 School Solutions for the updates to the SSIMS/Encore application, which include the latest federal and state mandates.
- Test servers upgraded to Encore 7.0. Production servers scheduled to be upgraded to Encore 7.0 during the first week in August.

* * * * *

(Item 2) Report on 2009-10 Results of Special Education Continuous-Improvement-Focused Monitoring (CIFM)

Your Committee reports having received the following informational report from the Administration.

Administration's Analysis

1. Process Overview.

   a. The Special Education Oversight Action Plan (SOAP) requires that the District align special education staff to:

      (1) increase accountability and support;

      (2) develop a system to assist parents who have concerns or need information to navigate the MPS system; and

      (3) develop a continuous-improvement-focused monitoring system (CIFM) that would improve service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-level outcomes for students with disabilities.

   b. The Department of Public Instruction (DPI) has identified compliance items to be addressed by MPS as part of the CIFM process. The items are categorized under the following main compliance topic areas:

      (1) Parent Participation and Involvement

      (2) IEP TEAM Composition

      (3) IEP Team Document/Process Items

      (4) Non-Attendance

      (5) Discipline

(6) Placement

(7) New Items (IDEA 2004 and State Law Revisions)

(8) Timeline For Initial Evaluations and Parent Participation For Initial IEP Meeting.

2. Four Major Monitoring Oversight Strategies Included in CIFM.

a. Training Support and Monitoring of Individual Teachers and review of IEP (Individualized Education Program) documents. Documents are reviewed for accuracy and legal compliance, with training and ongoing support provided to teachers and service providers, as needed.

b. Administrative Review of Systems. Systems that are required under IDEA and not readily observable by IEP review are reviewed at schools by special education leadership liaisons and special education supervisors. Items for review include such areas as disciplinary procedures, attendance monitoring, and service-delivery oversight. Review activities are designed to identify areas of concern and to develop immediate plans to support and improve all areas of provision of special education services.

c. One-Time Annual School-Based Assessment of Identified Compliance Items. The one-time annual measure of identified compliance issues, also known as the Spring Assessment, provides data for review and comparison with previous-year results and provides baseline for future-year planning.

d. Building-Level Monthly Compliance Review. This activity requires special education supervisors and building administrators to review compliance issues and, in cases in which challenges exist, develop plans to appropriately address the compliance issues within the building. Through these monthly report activities, a school can maintain compliance throughout the year, and, in situations where additional staff support or training may be needed, more timely response can be provided.

3. Items Reviewed on a Monthly Basis.

a. Items reviewed monthly include:

(1) compliance with IEPs, including strategies to identify issues relative to the 15-, 60-, and 30-day timelines for securing parental consent, evaluations, eligibility determinations, and IEP development for both initial evaluations and re-evaluations In addition, timelines for annual IEP-development requirements are monitored and analyzed;

(2) disciplinary issues, including monitoring of suspensions over 10 days with appropriate required interventions, service plans, and recording activities;

(3) Attendance issues, including the identification of situations of non-attendance that require social work intervention, truancy-intervention procedures, and proper documentation of “drop procedures,” if the student has left the district;

(4) Monitoring of completion of CIFM checklist procedures and activities;

(5) plans to respond to and resolve IDEA complaints, requests for due-process hearings, and Parent Dispute Resolution System complaints (if any) that are filed with the state;

(6) timeline compliance;

(7) review of school-based assignments and caseloads for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children’s assistants.

(8) implementation of IEPs, including ensuring that all IEP services are being delivered as stated in the IEPs, that students with disabilities have access to the general curriculum, and that regular education teachers participate in the implementation of appropriate programs for students with disabilities.

(9) proper reporting of student progress, using appropriate IEP progress reports;

(10) ensuring that school-based personnel participate in appropriate district-wide professional development activities;

(11) accurate reporting of disciplinary events in eSIS and SSIMS and management of paper record documents in cumulative records;

(12) beginning in the Fall of 2010, literacy implementation (Unique, Language! and access to the Houghton Mifflin Harcourt reading services. with accommodations and modifications for students with disabilities to be monitored and analyzed;

(13) beginning in the Fall of 2010, monthly reporting of key IDEA indicator data will be included in the monthly report documents.

b. Special education supervisors prepare data reports from the SSIMS and eSIS data system to support monthly compliance reports. Principals, special services administrators (SSAs), and special education supervisors confer with building-based staff to identify issues of ongoing compliance concerns and to develop plans to resolve any presenting issues.

(1) The "plan of improvement" aspect of this monitoring strategy is the most important outcome. Each month, reports are prepared jointly by special education supervisors and building-based administrators and submitted to the special education leadership liaisons (SELLs). The SELLs review the documents and confer with appropriate school-based staff if improvement activities are needed. A summary of the results of each monthly report is submitted to the appropriate regional executive specialist and the Director of Specialized Services. In some cases the regional executive specialist is called upon to intervene to ensure corrective action for problematic issues.

(2) The data from the monthly report are included as part of the principal, supervisor, and SELL accountability and evaluation system. Ongoing issues are presented to the Director of Specialized Services and the Director of the Office of School Administration for additional follow-up if needed.

4. Spring Assessment Data and the School Improvement Plan (SIP).

a. Spring Assessment. The CIFM includes a school-based assessment that is completed annually during the Spring semester. At that time, a one-time annual measurement of compliance, which provides school-based and district-level data, is completed in each school in the district. The school-based data are used to inform the goals and action-steps for special education compliance activities that are included in each individual School Improvement Plan (SIP). The district-wide data are used to analyze district-wide supports and to develop plans of improvement for district-wide systems serving students with disabilities.

b. Incorporation of CIFM Data within the School Improvement Plan. Each school received the results of the 2009-10 CIFM in May of 2010, with the expectation that data would be included in the preparation of the school's 2010-11 SIP.

(1) Each school is required to include within its SIP goals that address all of the individual compliance items that were measured below 95% Any item assessed at 95% compliant or higher does not need to be addressed in the educational plan, but is required to be addressed in the special education general supervision activities of the school.

(2) All items below 95% are required to be addressed in the Needs Assessment Compliance Summary, and strategies must be developed to address these items. As part of the web-based directions, each administrator received information regarding the required special education components of the School Improvement Plan.

(3) In addition to the SIP's compliance-related requirements, the areas of academic achievement outcomes and goals relative to parental participation, attendance, suspension rates, graduation rates, etc. that are targeted within the main body of the SIP must also include specific strategies and goals for students (including students with disabilities) that are in need. The plan must also include a commitment on the part of the school for resource allocation and professional development to increase overall outcomes for students with disabilities in the targeted areas.

(4) Each school is required to submit a Special Education Compliance Plan Assurances Document as part of the SIP document. The principal or educational leader, SSA, (SELL), special education supervisor, regional executive specialist, and the DIFI supervisor sign the assurance on behalf of the entire school and commit to continuous oversight of the Special Education Oversight Action Plan (SOAP) in each respective school. The assurance document commits the school to strive for excellence in the following areas:

(a) compliance (ongoing and measured annually);

(b) professional development and training on special education topics;

(c) ongoing review and monitoring of compliance;

(d) implementation of the School Special Education Compliance Plan;

(e) commitment of IDEA funds to implement services and compliance activities;

(f) ongoing evaluation of effectiveness of all special education strategies; and

(g) focus on imbedded SIP goals that target the improvement of special education achievement, attendance, graduation rates, and parental participation, while reducing truancy and disciplinary issues.

5. Levels of Support.

Based upon the results of the individual school assessments, MPS assigns a level of support required for the following school year for each item in each school. The levels of support are general supervision, intensive monitoring, and intensive monitoring with an Administrative Plan of Support. Supervisors, city-wide diagnostic teachers, and SELLs provide the primary support for school staff. Regional executive specialists assist with evaluative oversight of building administrators.

a. General Supervision Items

(1) Items scored 95% or higher are assigned the general supervision level. An item assigned the general supervision level does not need to be addressed in the school's SIP or included in the annual school assessment. After the SELL confers with the principal and the special education supervisor/SSA, the SELL may reassign an item originally assigned to the general supervision level to the intensive monitoring level.

(2) During the school year, special services supervisors, SSAs, and SELLs will assess whether staff continue to implement correctly checklist and non-checklist items assigned to general supervision. The district provides general oversight as follows:

(a) All administrators and service providers are provided paper copies of, and have web-based access to, the Department of Specialized Services policies and procedures. This includes the day-to-day requirements for the development of IEPs that are compliant with state and federal laws.

(b) SSAs and supervisors provide training for staff in the areas of timelines and adherence to district-wide policies and procedures, such as those related to attendance, discipline, etc.

(c) SSAs and supervisors work directly with school-based staff and service providers to train and monitor the implementation of the state and federal requirements for IEPs and to ensure quality service delivery.

(d) The Department of Specialized Services provides ongoing district-wide staff support and professional development in areas such as IEP development, discipline, functional behavioral assessment, and behavioral supports, as well as training related to best practices for teaching and supporting the special learning needs of students with disabilities.

(e) General accountability for meeting the needs of students with disabilities is included as part of the development of the SIP process.

b. Intensive Monitoring Items

(1) This level of support is assigned to items assessed below 95%. To ensure compliance, the school's SIP committee, including the supervisor, will review, revise, and implement the SIP, Special Education Continuous Improvement Plan, for each item assessed at this level. The SIP will include an analysis, an action plan, a professional development plan, and the funding support to address the items.

(2) The SIP committee must analyze why the 2009-10 Special Education Continuous Improvement Plan strategies were not effective for each item, including the obstacles to compliance. This analysis is documented in the Needs Assessment Summary. The 2009-2010 Special Education Implementation of Compliance Plan section must include compliance strategies to address the identified obstacles.

(3) The SELLs will ensure that the SIP committee analyzes the obstacles and addresses them in the Special Education Section of the SIP. After reviewing the needs assessment and the compliance plan and considering other information, the SELL and the special education supervisor and SSA will determine if an adequate analysis was completed and if the strategies are sufficient to ensure compliance. The SELL, special services supervisor, and SSA, if appropriate, will meet with school principals and other members of the SIP committee for the purpose of amending or strengthening the analysis and the strategies. The staff will implement the special education compliance strategies for the 2010-2011 school year. Each school will participate in the compliance strategies in the 2010-2011 district-wide school support plan, if one is required.

(4) A district-wide school support plan with compliance strategies will be developed for any district-wide items that fall below 80% on the 2009-10 CIFM results.

(5) The supervisor or SSA will use the IEP record-review checklist strategy with all IEPs generated within the school to verify compliance to all items in the school's 2010-11 SIP. Supervisors will keep a monthly record of all IEP team meetings conducted in each school. A record review checklist for all items below 95% will be completed by the supervisor or SSA after every IEP team meeting. The purpose

of this activity is to identify and correct compliance errors and to provide supervision and staff training. If requirements have not been properly implemented, the supervisor will instruct the special education provider or and diagnostic teacher on the standards. All correctible errors must be corrected within 30 days of identifying the error. IEP team meetings will be conducted to correct errors when required.

(6) Monthly, the supervisor will send documentation of record review checklists to the SELL. The supervisor will report to the SELL the total number of IEP team meetings conducted during the month in each of the supervisor's schools. The SELL will compare the reports with the checklists to ensure that a checklist was completed for every meeting. If a record review checklist has not been completed following an IEP team meeting, the SELL will direct the supervisor or SSA to complete a checklist and send it to the SELL within five school days. The SELL will ensure that correctible errors are corrected within 30 days of identification.

(7) The SELLs will check the reliability of the supervisors' and SSAs' reviews until the SELL determines that the supervisor or SSA has completed three consecutive accurate reviews and that identified errors have been corrected. The SELL must include record review checklists from each of the supervisor's schools. If the supervisor's or SSA's review is inaccurate, the SELL will instruct the supervisor or SSA on the standards and review methods and will that ensure corrective actions are taken in each case. If the corrections have not been made, the SELL will ensure that they are implemented.

(8) Each month, supervisors and SELLs will review the school's performance on non-checklist items If a requirement is not implemented correctly, the supervisor and/or SELL will confer with the building principal to develop activities to address the problem. The supervisor and/or SELL will provide staff with necessary additional guidance and document follow-up activities, if needed.

6. Intensive Monitoring Schools

a. Intensive monitoring schools have accountability systems that are not functioning effectively. When a school meets the following criteria, it may be designated an intensive monitoring school:

- the school has met criteria for fewer than 95% of all CIFM items; or
- the special services director have made the determination, based upon information gathered from the school's SELL and regional executive specialist.

b. The school's SELL and regional executive specialist will analyze why the school falls into the intensive monitoring category. They will develop intervention strategies, which will be part of the School Improvement Plan. These strategies may include, but are not limited to:

- directing the use of school's resources;
- intensive training of school teaching staff; and
- increased supervision and evaluation of teachers, administrators, and other providers, focusing on special education compliance.

c. Intervention strategies employed may also include, but are not limited to:

- retraining of the school's special services supervisor and/or special services administrator;
- staff changes;

- increased supervision by the SELL, such as the SELL's applying the IEP record review checklist to selected IEPs and the SELL's attendance at selected IEP team meetings;
- increased supervision and evaluation of the principal, focusing on special education compliance;
- increased training for regional executive specialists on special education requirements; and
- increased focus on implementation of attendance and disciplinary policies and procedures that impact on compliance.

d. A school remains an intensive monitoring school until the specialized services director recommends that the school no longer be so identified, based upon the school's compliance data and information from the school's SELL and regional executive specialist.

7. Intensive Monitoring with Administrative Plan of Assistance Schools

Schools that have scored below 80% will be designated "Intensive Monitoring with an Administrative Plan of Assistance." These schools will initiate all of the activities above and participate in the development of an Administrative Plan of Assistance for the school administrator(s) and special education supervisor.

8. Correction of Child-Specific Errors

a. All child-specific errors that are identified during any aspect of the CIFM activities must be corrected (if correctable) within 30 days from the identification of the error, or no later than the end of the current school year. Sells monitor the correction process through monthly reports and during the CIFM Spring Assessment.

b. The Department of Public Instruction monitors the correction of child-specific errors by implementing a two-part audit strategy:

(1) audit of a sample of identified errors to ensure that the corrections have been made for the individual child; and

(2) audit of a sample of all IEPs developed after the child-specific error was identified and corrected to ensure that the error was not repeated in subsequent IEP activities.

9. Six-Year CIFM District-Wide Results

a. The current CIFM data demonstrate significant progress during the past six years toward district-wide compliance. This district has, through the SOAP and the CIFM system, created an effective, sustainable centralized accountability system that is compatible with the decentralized delivery system of services.

Schools Achieving Compliance
(95% of all items assessed at 95% or greater)

Year	09-10	08-09	07-08	06-07	05-06	04-05
Number of Schools in Compliance	189	186	159	141	19	0

b. An Executive Summary of the 2009-10 CIFM results can be found as the attachment to the minutes of your Committee's meeting.

* * * * *

(Item 3) Report on June 2010 District Parental Involvement Activities

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

1. The following activities took place during the months of June and July:

- June 2010

  Corrective Action Plan — Attendance (CAPA). During the month of June, cluster members discussed attendance updates, celebrations, and success stories. The clusters reflected on the meetings for the current school year and developed ideas to improve the meetings for next school year. The summer Enrollment Marathon was also discussed, but no decisions to participate in this event were finalized. (The cluster meetings were held in various locations. Dates and times are based on the individual needs of each cluster.)

- June 3, 2010

  District Advisory Council Meeting (DAC), Central Services Auditorium. The Comprehensive Literacy Plan was the topic of the June DAC meeting. District staff presented the plan and information on what parents can expect from the district. There were 23 DAC members and nine non-members present.

- July 8, 2010

  District Advisory Council Executive Committee, Central Services. During the month of July, the Committee went over the agenda item, which included planning for the Parent Orientation and Training (District Annual Parent Meeting), the Youth Summit, 2010-2011 DAC meeting topics, and a discussion of use of the DAC office in Title I. There were nine committee members, three MPS staff, and one PTA representative present.

- July 9, 2010

  District Advisory Council Executive Committee, U.S. Department of Education, Region V Office (Chicago, IL). P.O.W.E.R In Education (Parents Only Want Equal Rights) hosted a forum on the Blueprint for Reform. which included "A Conversation with Parents around Family Engagement and the Elementary and Secondary Education Act (ESEA) Reauthorization." The presenter for this information was Alberto Retana from the U.S. Department of Education. Other presenters were from the following U.S. Department of Education Region V Offices: Federal Student Aid, Civil Rights, Communication and Outreach, and Inspector General. MPS staff members, community partners, and members of the DAC Executive Committee were present.

District Parent Center Activities

2. District Parent Resource Center: Phillis Wheatley.

   The following classes were provided for during the month of June at Phillis Wheatley:

   (1) Technology Classes:

   (a) Parents were able to use computers to access the internet for electronic MPS resources such as the Parent Assistant, District Event Calendar, Parent Involvement Calendar, School Communication, Family Involvement Policy and School-Family Compact, and School Improvement Plan, just to name a few.

   (b) In addition, parents learned how to create documents, spreadsheets, and presentations using various Microsoft programs such as Microsoft Excel, PowerPoint, and Word.

   (c) The Phillis Wheatley Parent Center use the Mavis Beacon Typing Tutor to help parents improve their typing skills.

(2) Methods to Help Your Child Succeed:

In these sessions, parents learn about games, activities, and strategies to use at home to help their children succeed academically as well as socially. The focus areas were as follows:

(a) Life Skills highlight effective thinking skills while making connections between strategies used in games and situations in real life. This also reinforces critical thinking, problem solving, and social skills.

(b) Science Lab offers fun, educational, and easy-to-follow science experiments that can be conducted at home.

(c) Academic Reinforcement addresses what is being taught in the classroom and how parents can reinforce those lessons and increase their children's comprehension skills in reading, math, science, and social studies.

3. District Parent Resource Center: Walker Multiplex

a. The following classes were provided for parents at Walker Multiplex:

(1) Easy math for parents/guardians who wanted to learn how to help their children in grades K-12 were held on Tuesdays and Thursdays.

(2) Hands-on science was provided for parents who were eager to learn about the concept of "What is Science, and Where, When, and How do we find it?" Of course, very small projects were done with parents. We taught parents the same concepts that their children were learning in the classroom. We used the Verizon Program provided by the Technology Center, which comprises lesson plans, games, and projects for grades K-12.

(3) We also offered English as a Second Language to parents who were interested in learning English.

b. Resources: Parents/guardians were provided with information related to their needs, such as where to go if they did not have medical insurance or the immunization requirements for their children, how to buy a home, and what to do if they were unable to pay their electric bills.

c. Last but not least, we provided parents with an opportunity to share their own and their children's achievements.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on Resolution 0910R-026 by Director Bonds to Allow MPS Non-Instrumentality Charter Schools to Lease MPS Facilities

Background

At its meeting on October 22, 2009, the Board referred Resolution 0910R-026 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, There are currently nine non-instrumentality charter schools in the Milwaukee Public Schools (MPS) District; and

WHEREAS, Non-Instrumentality charter schools are Milwaukee Public Schools and serve MPS students; and

WHEREAS, MPS Instrumentality charter schools are located in MPS facilities and are charged minimal costs, within their administrative fees, to cover the cost of the facility and its maintenance; and

WHEREAS, MPS non-instrumentality charter schools, which usually lease buildings outside of MPS, are expending a large amount of their resources to fund their leases, leaving less money for the classroom; and

WHEREAS, MPS has facilities that are currently not being used, for which the District still pays maintenance costs; and

WHEREAS, Just as non-instrumentality charter schools are leasing buildings from other entities, they should be allowed to lease MPS-owned buildings to serve MPS students; and

WHEREAS, Leasing MPS buildings to charter schools would generate revenue and enable many charters schools to devote more funding to the classroom; now, therefore, be it

RESOLVED, That MPS non-instrumentality charter schools be allowed to lease Milwaukee Public Schools facilities to serve the Milwaukee Public Schools children that they partner with MPS to serve; and be it

FURTHER RESOLVED, That MPS non-instrumentality charter schools be offered the opportunity to lease MPS facilities at a minimal cost per square foot or at the same rate as do MPS instrumentality charter schools; and be it

FURTHER RESOLVED, That a plan to lease MPS facilities to non-instrumentality charter schools beginning in January 2010 be developed and a proposed lease agreement be drafted, both to be brought back to the Board for its approval no later than December 2009.

Administration's Analysis

1. The intent of this resolution is consistent with action taken by the Board in November 2009 relative to strategies for improving the fiscal competitiveness of chartering with Milwaukee Public Schools. The Administration is currently following this model.

2. Currently, there are two leases with MPS non-instrumentality charter schools in place. There are three other MPS non-instrumentality charter schools with which the district is engaged in active negotiations relative to occupancy of vacant MPS property.

3. The Administration begins the process with the lease agreement as attached to the minutes of your Committee's meeting, which is then modified as necessary based on circumstances under the direction of the City Attorney. When the draft agreement is finalized, and both parties are in agreement, the Administration brings the lease agreement forward for approval by the Milwaukee Board of School Directors. Because the agreement allows for flexibility on the part of the school, the Administration suggests that this template continue to be used.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

5. This item is consistent with administrative policies and procedures, as well as with previous Board action.

Fiscal Impact Statement

6. This item does not authorize expenditures. Based on FY10 costs, the average utility savings of leasing buildings to non-instrumentality charter schools is $1.38 per square foot.

Implementation and Assessment Plan

7. The Administration is currently implementing the action taken by the Board in November 2009 relative to charter schools

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt 0910R-026 by Director Bonds with the deletion of the final Resolved as follows:

~~FURTHER RESOLVED, That a plan to lease MPS facilities to non-instrumentality charter schools beginning in January 2010 be developed and a proposed lease agreement be drafted, both to be brought back to the Board for its approval no later than December 2009.~~

and

2. direct that the cost of any such lease include the cost of utilities, maintenance of the building in accordance with MPS standards, liabilities, and all other operating costs.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on Resolution 1011R-004 by Director Bonds to Revise Administrative Policy and Procedures 9.12, Charter Schools, to Require that Both Instrumentality and Non-Instrumentality Charter Schools Reside in MPS-Owned Facilities Whenever Feasible

Background

At its meeting on May 27, 2010, the Board referred Resolution 1011R-005 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, Administrative Policy 9.12 (9)(c), Charter Schools, currently requires that charter schools that are instrumentalities of the Milwaukee Public Schools must reside in MPS buildings, while non-instrumentality charters are not required to do so; and

WHEREAS, All MPS charter schools, both instrumentality and non-instrumentality, are MPS schools servicing MPS students; and

WHEREAS, Currently, the District has approximately 20 buildings that are closed or listed as surplus; and

WHEREAS, Although these properties are not currently in use, the District still must bear the cost of maintaining and securing our vacant and surplus properties; and

WHEREAS, MPS non-instrumentality charter schools often face the financial burden of having to pay high lease fees to rent facilities to serve MPS students in non-MPS-owned facilities, diverting funds from educational programs; and

WHEREAS, Administrative Policy 5.01(8)(e) states that schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes, if economically feasible; and

WHEREAS, Administrative Policy 5.01(8)(e) further states that closed and vacated buildings shall be used if they can accommodate specific school programs; and

WHEREAS, MPS is facing a difficult financial outlook for the next fiscal year, including revenue shortfalls that make it imperative to find creative ways to make the best use if our resources; and

WHEREAS, The harsh economic reality which the District faces will make it important for MPS to curb spending wherever possible; and

WHEREAS, Board Governance Policy 2.01(1)(c) states that the Board shall use all funds for the greatest possible effect in fulfilling the Board's goals of student achievement and equity; and

WHEREAS, Requiring *all* schools chartered by MPS to use MPS facilities whenever possible would allow the District to curb costs, fill vacant facilities, and direct more dollars to classrooms; and

WHEREAS, MPS charter schools, like traditional schools in MPS facilities, would avoid the higher costs of renting or buying private facilities and ultimately allow the District to direct more dollars to the classroom; now, therefore, be it

RESOLVED, That Administrative Policy and Procedure 9.12 be revised to require that both instrumentality and non-instrumentality charter schools reside in MPS-owned facilities whenever feasible, with the exception of charter schools that already own their facilities or are obligated by current lease agreements; and, be it

FURTHER RESOLVED, That, for all newly contracted charter schools, this requirement is to become effective immediately upon the Board's adoption of this resolution; and, be it

FURTHER RESOLVED, That for all existing charter schools, this requirement is to become effective upon renewal of their contracts; and, be it

FURTHER RESOLVED, That the revisions to Administrative Policy and Procedure 9.12 be brought to the Board for approval no later than the August 2010 Board cycle.

Administration's Analysis

1. The intent of this resolution is consistent with action taken by the board in November 2009 relative to strategies for improving the fiscal competitiveness of chartering with Milwaukee Public Schools. The Administration is currently following this model.

2. Currently, there are two leases with MPS non-instrumentality charter schools in place. There are three other MPS non-instrumentality charter schools with which the district is engaged in active negotiations relative to occupancy of vacant MPS property.

3. The Administration begins the process using the attached lease agreement and modifies it as necessary, based on circumstances under the direction of the City Attorney. When the draft agreement is finalized, and both parties are in agreement, the Administration brings the lease agreement forward for approval by the Milwaukee Board of School Directors. Because the attached agreement allows for flexibility on the part of the school, the Administration suggests this template continue to be used.

4. Once the resolution is adopted, the Administration will take the necessary steps to bring Administrative Policy and Procedure 9.12, Charter Schools, forward for revision as directed.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM Applicable Measurable Objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

6 This item requires revision of Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

7. This item does not authorize expenditures. Based on FY10 costs, the average utility savings of leasing buildings to non-instrumentality charter schools is $1.38 per square foot

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 1011R-004 by Director Bonds, with the final Resolved amended as follows:

FURTHER RESOLVED, That the revisions to Administrative Policy and Procedure 9.12 be brought to the Board for approval ~~no later than the August 2010 Board cycle~~.

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Authorization to Make Purchases; Report on Contracts under $25,000; Quarterly Report on Contracts between $25,000 and $50,000; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County

Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5583 Authorization to Contract with School Kids Healthcare for Nurse and Recreation Supplies

The Administration requests authorization to enter into a contract with School Kids Healthcare, the lowest-complying bidder, to provide nursing and first-aid supplies to all MPS schools and departments as primary vendor.

The estimated annual dollar amount is $69,500. This will be a blanket contract for three years, with an estimated total dollar amount of $208,500 over the term of the contract. The nursing items listed in the bid are those supplies needed by the school nurses to provide nursing care to MPS students who are ill or injured during the course of the day. The first-aid items listed in the bid are those supplies needed by Recreation Department staff to provide emergency first aid to participants who are ill or injured while in Recreation programs.

Budget Code for Nurse Supplies: NRR0SHT1DEESUP
(Title I — Health Initiative — Supplies).....$57,000
Budget Code for Recreation supplies: CSV00PRCRCESUP
(Recreation — Supplies) $12,500
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided under separate cover is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Quarterly Report of contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly reports of contracts between $25,000 and $50,000. This report includes information for April, May, and June 2010.

Date	School	Project	Contractor	HUB Participation	Amount
05/11/10	Clarke Street School	Masonry Restoration	Sciachitano Caulking	0%	$34,900.00
05/20/10	Riverside University High School	Elevator Modifications	Otis Elevator Company	0%	$46,495.00
05/27/10	Cass Street School	Parking Lot Reconstruction	Poblocki Paving Corporation	25%	$36,836.00
06/24/10	Custer High School	Asbestos Abatement	Insulation Removal, Ltd.	0%	$46,987.00
4/1/10-6/30/10	Various	Real Estate Services	Quarles & Brady, LLP	10%	$5,949.00
Total					$171,167.00

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
81st Street	Milwaukee Area Workforce Investment Board	$2,100.00	Futures First Initiative — Supplies
Garland	A Pethke Sales and Service	$30.00	$20 Sharpening service/sweatshirt
Garland	Amelias	$50.00	Two $25 gift cards
Garland	Bay View Threadworks	$78.50	MU Warrior Wear/ecobag
Garland	Betty Brinn Family	$24.00	Family pass
Garland	Bina Family	$100.00	Packer picnic fun
Garland	Bina Family	Undetermined	Fun in the Sun (horseshoes, knobby ball)
Garland	Bina Family	$50.00	One $25 Marcus theater gift card and one $25 Applebee's gift card
Garland	Chipotle	Undetermined	Six free tacos
Garland	Comedy Sportz	Undetermined	Three free admissions
Garland	Country Springs Hotel	$50.00	Two one-day water park passes
Garland	Dunham Sports (Mrs. Rae)	$20.00	Slow-cooker
Garland	Famous Dave's	$80.00	Family 4 Feast
Garland	Fantastic Sam's	Undetermined	Three free haircuts
Garland	Farm & Fleet	$100.00	Three water slides
Garland	Fun Services	$15.00	Stuffed animal
Garland	Green Bay Packers	$100.00	Signed football
Garland	Half Price Books	$50.00	Five $10 gift cards
Garland	Hauke's Floral	$25.00	$25 gift card
Garland	Hulen Family	$50.00	Twilight poster, door holder, electronic games
Garland	Hyatt Regency	$150.00	One night stay, Breakfast for two
Garland	Malecki Family	$25.00	Creative summer art
Garland	Mc Donalds	$35.00	Ten happy meals
Garland	Menards	$20.00	Work gloves, digital bank
Garland	Midwest Twisters	$134.00	Gift card for traditional birthday party for 11
Garland	Milwaukee Admirals	$64.00	Four tickets
Garland	Milwaukee Brewers	$80.00	Two club-level tickets w/restrictions
Garland	Milwaukee Bucks	$74.00	Two tickets — gift card
Garland	Milwaukee County Zoo	$26.50	Two tickets
Garland	Milwaukee Public Museum	$24.00	Admission for two
Garland	Milwaukee Wave Soccer	$32.00	Two premier seats
Garland	Ned's Pizza	$20.00	Two $10 gift cards
Garland	Old Country Buffet	Undetermined	Donation
Garland	Olympic Lanes	$60.00	Bowling party package for four
Garland	Pink Shopping Bag	$50.00	Two jewelry sets, one pair of sunglasses
Garland	Quality Candy	$30.00	Two $15 gift cards
Garland	Scrub a Dub	Undetermined	Two certificates for one free carwash
Garland	Sports Fitness Outlet	$20.00	$20 Gift card
Garland	Summerfest	$30.00	Two free tickets
Garland	Ultimate Beach Tan	$54.00	One month of tanning

School	Donor	Amount	Gift or Purpose
Garland	WalMart	$50.00	$50 Gift card
Garland	Wisconsin Athletic Club	$430.00	Ninety-day membership
Garland	Wisconsin Attractions/Mount	Undetermined	Eighty 35%-off discount cards
Garland	Karl's Event Rental	$315.00	Forty-person party package
Madison	Milwaukee Area Workforce Investment Board	$1,500.00	Futures First Initiative — Supplies
MPS Recreation	Frank Ruzicka	$604.00	Club Rec. Gaenslen — Field trip for kids with disabilities — One-time admission to Discovery World
MPS Recreation	Milwaukee Area Workforce Investment Board	$3,000.00	Futures First Initiative — Supplies
North	Milwaukee Area Workforce Investment Board	$3,900.00	Futures First Initiative — Supplies
Pulaski	Noodles & Company	$111.18	Student incentives
Riverside	Tom Gilpatrick	$325.00	Thirteen Riverside Mercury Magazines to add to RUHS archives
Transition	Milwaukee Area Workforce Investment Board	$8,100.00	Futures First Initiative — Supplies

Committee's Recommendation

Your Committee recommends that the Board authorize the purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
5	Alexandra Minzlaff Benefits & Insurance Services	Human Resources Assistant $32,214.00/yr.	07-26-10
		Promotions	
2	Ifama Jackson Finance and Operations	School Secretary II $36,288.90/yr.	02-11-10
2	Louise Johnson Thurston Woods	School Kitchen Manager III $26,357.26/yr.	08-27-10

5	Susan Manchester Wedgewood Park	Building Service Helper II $29,514.05/yr.	07-12-10
5	Elizabeth McMurry Reagan	School Kitchen Manager III $29,670.63/yr.	08-12-10
2	Derrick Waddy Hamilton	Building Service Helper II $29,514.05/yr.	07-12-10

Changes in Status

Xai Chang[1] Garland	School Secretary I $16,176.00/yr.	08-23-10
Linda Drickhamer[2] Hamilton	School Kitchen Manager III $35,516.60/yr.	08-26-10
Sandra Harrison[3] Milwaukee Sign Language	School Secretary I $29,957.85/yr.	08-23-10
Barbara Konz[2] Marshall	School Kitchen Manager I $25,446.90/yr.	08-26-10
Evelyn Lopez[3] ALAS	School Secretary I $29,038.17/yr.	07-27-10
Olaf Ritter[2] Madison	School Kitchen Manager I $24,580.97/yr.	08-26-10
Darlene Roach[2] Kagel	School Kitchen Manager I $25,446.90/yr.	08-26-10

[1]From full-time to 30 hours per week
[2]Reclassification of Food Service Mgrs. per Local 150 Food Service contract
[3]From a 12-month to a 10-month position

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r,a	Monique M. Haralson Cross-Categorical — Special Education	B	$38,901.00	3	07/29/2010
2,r,a	Reginald U. Jackson Cross-Categorical — Special Education	B	$35,729.00	1	07/29/2010
2,r,a	Erica J. Johnson Cross-Categorical — Special Education	B	$35,729.00	1	08/2/2010
1,r	Justin M. Henze Cross-Categorical — Special Education	B	$35,729.00	1	08/30/2010
2,r,a	Rhonda R. Owens Cross-Categorical — Special Education	B	$35,729.00	1	07/29/2010
5,nr	Elizabeth K. Sandman Mathematics	B	$35,729.00	1	07/29/2010
5,r,a	Jordan R. Sensibar Mathematics	BB	$45,714.00	6	07/30/2010
5,r,a	Traci J. Storey Biology/Chemistry	B	$35,729.00	1	07/30/2010

Approval of Certificated Appointments — School Nurses

2,r	Natasha A. Sanders-Beavers School Nurse	2E	$36,927.00	1	08/23/2010

Approval of Certificated Appointments — School Psychologists

5,r	Danielle M. Pelsue School Psychologist	51C	$49,190.00	1	08/23/2010

5,r	Emily P. Poehnelt School Psychologist	51C	$49,190.00	1	08/23/2010
5,r	Heather M. Sibley School Psychologist	51C	$49,190.00	1	08/23/2010

Approval of Certificated Appointments — Occupational Therapists

5,nr	Karn E. Cronwell Occupational Therapist	B	$35,729.00	1	08/30/2010

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave Extension, June 2011:		
Midthun, Christine	Leave	August 30, 2010
Williams, Deborah	Leave	August 30, 2010
Personal Leave Extension, June 2011:		
West, Larry	Leave	August 30, 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Maria Ayala-Smith	Specialist	08/30/10
Constance Baldewicz	Teacher	07/01/10
Demetri Beekman	Teacher	08/27/10
Rindee Beermann	Teacher	07/01/10
Amy Bluhm	Teacher	07/14/10
Kate Boyes	Teacher	07/23/10
Mareike Bredehorst	Teacher	07/23/10
Tamara Crespo Posso	Teacher	08/30/10
Francine Dawson	Teacher	07/01/10
Ronda Davis	Teacher	08/04/10
Jill Doering	Teacher	08/01/10
Erin Fritzgerald	Teacher	07/30/10
Chad Gauerke	Teacher	07/15/10
Stacy Gilder	Supervisor	09/03/10
Cecilia Glass	Teacher	08/27/10
Jeffrey Goodwine	Teacher	09/03/10
Trent Hanson	Teacher	08/02/10
Matthew Hoffmann	Teacher	08/20/10
Virginia Holland	Teacher	08/31/10
Sandra Jaklich	Teacher	07/01/10
Gerard Jaszewski	Teacher	08/22/10
Gordon Johlke	Teacher	06/16/10
LaRuthiea Jones	Nurse	08/13/10
Molly Kaminsky	Teacher	08/06/10
Meghan Kobes	Teacher	07/12/10
Virginia Lawton	Teacher	07/01/10
Joy Levy	Teacher	07/19/10
Joanna Lorge	Teacher	06/01/10
Rodney Lynk	Teacher	07/29/10
Maureen Mallo	Teacher	07/01/10

Christopher Mlinar	Teacher	07/07/10
Jonathan Moe-Lobeda	Teacher	07/29/10
Kathleen Moore	Supervisor	08/04/10
Heather Muehlius	Teacher	07/22/10
Katherine Narloch	Teacher	07/23/10
Dennisse Paonessa	Teacher	07/30/10
David Pazurek	Teacher	07/02/10
Rebecca Reeves	Teacher	06/15/10
Nicole Reisinger	Teacher	07/21/10
Pamela Robins	Teacher	07/20/10
Diane Rozanski	Teacher	07/16/10
Marilyn Runge	Teacher	06/16/10
Benjamin Stumpf	Teacher	08/15/10
Catherine Thome	Director	07/07/10
Betty Warltier	Sch. Psych.	07/01/10
Moriah Weyer	Personal	07/22/10
Ebony Watts	Teacher	07/12/10
Tosha Womack	Teacher	08/09/10

Revised from July 2010 Board Report

Corine Gribble	Teacher	09/01/10

Revised from April 2010 Board Report

Jacquelyn Humphrey	Principal	07/01/10

Revised from March 2010 Board Report

Stephen Chojnacki	Teacher	06/22/10

Classified Retirements

Name	Position	Effective Date
Halbert Algee	Para Educational Asst.	07-02-10
Jeffrey Bahr	Bldg. Service Helper I	07-03-10
Robert Bergmann	Hndcp. Children's Asst.	07-01-10
Marilyn Billings	Gen. Educational Asst.	07-30-10
Arnold Bronk	Rec./Inv. Supply Clerk	07-02-10
Kathleen Bruss	School Secretary I	07-07-10
Linda Bullox	School Secretary I	07-10-10
Thomas Clark	School Engineer I	07-08-10
Lynn Egan	Sr. Project Analyst	07-10-10
Michael Erstad	Digital Electronics Tech.	07-15-10
Delcyne Forte	Bldg. Service Helper II	07-09-10
Sandra Graves	School Secretary I	07-02-10
Elvera Guerrero	Gen. Educational Asst.	07-01-10
Debbie Haack	School Bookkeeper	07-02-10
Robert Keyes	Para Educational Asst.	07-02-10
Kathleen Kirchhoff	Grant Develop. Coord.	07-07-10
Michele Klinkert	Transportation Asst.	07-29-10
Pamela Magers	Account Clerk II	07-10-10
Lillie Marmolejo	Gen. Educational Asst.	07-09-10
Gertrude Montriel	Para Educational Asst.	07-30-10

Susan Papa	School Secretary I	07-02-10
Karen Pofahl	Food Service Assistant	07-02-10
Gaynell Price	School Secretary I	07-10-10
David Reszczynski	School Engineer IV	07-08-10
Anna Rivers	Bldg. Service Helper II	07-03-10
Josef Roca	Mgr., Operation Serv.	07-07-10
Michael Shokatz, Jr.	Asst. Mgr., Warehouse	07-10-10
Robert Siegesmund	Bldg. Service Helper II	07-02-10
Margaret Swanigan	Bldg. Service Helper II	07-31-10
Mary Tremblay	Gen. Educational Asst.	07-02-10
Cloria Wheeler	Parental Involv. Spec.	07-02-10
Jeffrey Whittaker	Digital Electronics Tech.	07-25-10
Bruce Widowski	Laborer-Chargeman	07-02-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for July 2010 is attached. to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Monthly Report on Appointments and Reassignments of Principals and Assistant Principals and Action on Recommended Administrative Appointments and Promotions

Superintendent's Report

The Superintendent reports that the following individual has been promoted or reassigned to the classification indicated:

2(r)	Darrell Williams	Principal Madison Academic Campus	Schedule III, Range 15A $123,945.26

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon approval by the Board:

2(r)	Jacqueline Mann	Project Director Safe Schools/Healthy Students Office of Family Services	Schedule III, Range 14A $103,992
5(nr)	Michael Cipriano	Administrative Reform Coach Metro Region Office of School Administration	Schedule III, Range 12A $109,085
4(r)	Antonio Rodriguez	STEM Curriculum Specialist Career and Technical Education (CTE)	Schedule III, Range 11A $95,386

2(r)	Marla Bronaugh	Partnership School Program Officer Office of School Administration	Schedule III, Range 10A $98,647
2(r)	Yalonda Graham	Charter School Program Officer Office of School Administration	Schedule III, Range 10A $98,647
2(r)	Monica Kelsey-Brown	DIFI/SIFI and Student Achievement Supervisor District and School Improvement	Schedule III, Range 10A 90,460.98
2(nr)	Valorie Powell	DIFI/SIFI and Student Achievement Supervisor District and School Improvement	Schedule III, Range 10A $99,128
5(r)	Sara Cline	Special Education Prog. Supervisor Department of Special Services	Schedule III, Range 09C $61,566
2(r)	Andrea Unanka	Benefits Analyst Division of Benefits and Insurance Office of Human Resources	Schedule III, Range 04A $48,048

Codes:

1	Native American
2	African American
3	Asian/Oriental/Pacific Islander
4	Hispanic
5	White
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Action on Prevailing Wage Rates

Background

1. A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates is provided in the attachments to the minutes of your Committee's meeting.

2. Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

3. Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages, pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304).

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as provided in the attachments to the minutes of your Committee's meeting, effective as of the dates stated.

Director Falk moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

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(Item 5) Action on a Recommended Annual Plan of Audits

Background

1. Annually, the Board of School Directors adopts an Annual Plan of Audits which identifies audit activities that the Office of Board Governance-Audit Services will conduct during the fiscal year.

2. The first step in developing the annual audit plan involves soliciting input on potential audit topics from the Board of School Directors, the Superintendent, and Central Services' department heads. The next step involves a review of Board proceedings by Audit Services staff and identification of possible audit topics. These audit topics then serve as the basis for drafting the annual audit plan, which provides information on possible audit objectives and anticipated resources required to complete each audit.

3. The FY11 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available resources, which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

4. The FY11 Annual Plan of Audits includes audit activities for the Board-approved Audit Services areas, including Departmental and Program Audit Services, Financial Audit Services, and Fraud Investigation Services, with corresponding resource days. It should be noted that 30% of resource days are allocated for Departmental and Program Audit Services and Fraud Investigations and Special Projects, which is an increase from 16% of resource days that were allocated for this activity in the FY10 Annual Audit Plan. It is expected that the percentage of resource days for these activities will continue to increase in future years, as audit resource days previously used for charter school, partnership, and regular school reviews are reduced. In addition, Audit Services staff will continue to transition from these types of audits to additional performance audits and will receive additional staff development and continuing professional education to enhance their skills.

5. We will continue efforts to identify resources in order to implement program evaluations and policy audits.

6. Per Board Governance Policy 2.12, Board Audits: Annual Plan and Coordination, audits not ordered in the audit plan, but later determined to have major implications to the District, require the Board's approval to amend the annual plan of audits. This policy also provides for the Director of the Office of Board Governance to have the authority to approve critical and emergency audits during the year.

Committee's Recommendation

Your Committee recommends that the Board approve the following FY11 Annual Plan of Audits.

Proposed FY11 Annual Audit Plan
Summary of Resource Allocation

		Est. Days	Totals
Total Resource Days Available			1,593
	Audit Projects for FY11		
Continuing and Required Audits			
	Financial Audit Services Area		
A)	Basic Financial Statements	306	
B)	Alternative/Early Childhood Partnership Schools (8 Programs)	79	
C)	Charter School Financial and Performance Audits (19 Schools)	357	
D)	Limited Cash and Internal Control Review — New Principal, Follow-up, and Closing (16 Schools)	112	
E)	Limited Cash and Internal Control Reviews — Cyclic (20 Schools)	140	
F)	School Performance and Financial Reviews Carryovers (14 Schools)	129	
	Departmental and Program Audit Services Area		
G)	Review of MPS Accounts Payable (Carryover)	90	
H)	Review of MPS Substitute Dispatch Office (Carryover)	10	
I)	Review of MPS Camp Program (Carryover)	5	
J)	Evaluation of Montessori Programs	60	
K))	Follow-up on Previously Issued Audit Reports	88	
	Fraud Investigation Services and Reviews		
L)	Special Audits and Projects	217	
	Total Continuing and Required Audits		**1,593**
	Resources Available for FY11 Proposed Audits		**0**
	Proposed Projects to be Completed with Available Resources		
M)	Review of Central Services Operations-RFP (Carryover)	TBD	
N)	Program Evaluations	TBD	
O)	Policy Audits	TBD	
	Total FY11 Proposed Audit Requirement		
	Resource Days Available		**0**

Audit Project to be Completed,
Should Additional Resources Become Available

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on Recommended Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 537 Contract with Robert Half International Inc., Doing Business through Its Accountemps and Office Team Divisions, to Provide Temporary Help for Charter School, Partnership School, and Early Childhood Accounting Services

The Administration is requesting authorization to enter into a contract with Robert Half International Inc., doing business through its Accountemps and Office Team divisions, for charter school, partnership school, and early childhood accounting services.

The vendor was approved pursuant to RFP 537 in December 2009 and is a valid blanket contract vendor through December 2012.

The contract will run from August 2010 until February 2011. The Administration is currently recruiting for this position and will terminate contractor services prior to February 2011, should the position be filled. The cost of the contract will be determined by the length of employment of the individual, but under no circumstances will exceed $50,000.

Budget Code: FSC-0-0-BUD-FN-ECTS (Budget — Contract Services) $50,000
HUB % set 10%
HUB % proposed 10%
Total HUB $ $5,000.00

RFP 646 Contract with Arcade Drivers School for Behind-the-Wheel Driving Instruction

The Administration is requesting authorization to enter into a contract with Arcade Drivers School to provide behind-the-wheel driver's education and related services. Specifically, the vendor will:

- provide six hours of driving instruction and six hours of in-car observation time for each student;
- conduct a parent orientation prior to the start of each season;
- provide remediation instruction and testing for students who have failed the written test twice;
- provide each student with a written schedule of driving lessons to begin within 30 days of the student's receiving his/her temporary permit;
- maintain a written record of students' behind-the-wheel progress and provide a copy to parents;
- provide a vehicle for road testing upon the request of the student, at his/her expense; and
- issue certificates of completion and maintain records to provide duplicate certificates of completion, as necessary.

The vendor was chosen pursuant to RFP 646, which closed on July 31, 2009. MPS also contracted with Arcade Drivers School from September 1, 2009, to August 31, 2010.

The contract will run from September 1, 2010, through August 31, 2011. The total cost of the contract will not exceed $212,000. The contract will provide for up to two additional one-year extensions by mutual consent.

Budget Code: DRD-0-0-DED-DW-ECTS (Driver Education — Contract Services) $212,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0.00

RFP 553 Contract with The Bill of Rights Institute for Professional Development in U.S. History Content

The Administration is requesting authorization to enter into a contract with The Bill of Rights Institute, an institute with the mission of educating young people about the words and ideas of America's Founders, the liberties guaranteed in our founding documents, and how our founding principles continue to affect and shape a free society. The vendor will provide a two-day workshop in the Fall of 2010 entitled "Rhetoric and Revolution" and a week-long summer institute entitled "Founders and the Constitution" in Washington, D.C., and at Mt. Vernon, VA, in June of 201l.

The vendor was approved as a vendor pursuant to RFP 553 (a continually posted RFP) on February 23, 2010, and is an approved vendor through February 21, 2013.

The contract will be funded through the Teaching American History Grant: Foundations of Democracy, a five-year grant initially awarded in 2009, with funding in the last 2 years of the grant to be contingent upon adequate progress in achieving the grant's goals.

The contract will run from September 1, 2010, through June 30, 2011. The total cost of the contract will not exceed $41,265.

Budget Code: SD1-0-S-DE1-CI-ECTS
(Teaching American History – Contracted Services).....$41,265
HUB % set 0%
HUB % proposed..... 0%
Total HUB $ $0

RFP 464 Contract with Herrick Research for Grant Evaluation of Founding Documents

The Administration is requesting authorization to enter into a contract with Herrick Research to provide external evaluation of the Teaching American History Grant: Founding Documents. The grant is in the final year of a three-year grant. The vendor will evaluate the effectiveness of the grant on teachers' content-knowledge and student achievement.

The vendor was chosen pursuant to RFP 464 (a continually posted RFP) in July 2010 and is an approved vendor through February 2013.

The contract will run from September 1, 2010, through June 30, 2011. The total cost of the contract will not exceed $39,834.00.

Budget Code: SD1-0-S-TA1-CI-ECNS (Teaching American History Grant
Founding Documents – Consultant Services).....$39,834.00
HUB % set 0%
HUB % proposed..... 0%
Total HUB $ $0

RFP 577 Contracts with Multiple Vendors to Provide Services for the Futures First Initiative at Bradley Tech High School, South Division High School, North Division Complex, James Madison Academy Campus, and Transition High School

The Administration requests authorization to enter into contracts with multiple vendors to provide student services associated with the Futures First Initiative, a collaborative effort among MPS, the City Attorney's office, the Mayor's office, the Milwaukee Police Department, and Milwaukee Area Workforce Investment Board. The Futures First Initiative, which is funded through a grant provided by the U.S. Department of Labor, provides a portfolio of interventions and services to students, teachers, and schools to reduce school violence, gang activity, drop-outs, and truancy and to increase student achievement.

The vendors listed below have been providing services to help students in the District graduate for the past two years and have demonstrated a commitment to the school community. Except for the Boys and Girls Club, which has served 25 students in the last year, these vendors have served 240 students over the past two years. For the proposed contracts, due to less available funding for this year, the vendors will serve 166 students.

a. Wendell Harris & Associates, which was approved as a vendor pursuant to RFP 577 in February 2008, is an approved vendor through June 30, 2011. The vendor provides the Ambassadors for Peace Program, which provides youth with an understanding of the roots and the nature of human conflict, of alternative responses to conflict, and of strategies for constructive and appropriate ways to deal with personal and inter-personal conflict. The vendor will provide services to all students enrolled at Transition High School — enrollment is expected to be from 100 to 140 students — and a total of 100 students from the four participating traditional high schools — Bradley Tech, South Division, James Madison Campus, and North Division Complex. The cost of the contract will not exceed $80,000.

b. Boys & Girls Club of Greater Milwaukee (BGCCM), which was approved as a vendor pursuant to RFP 577 in October 2009 is an approved vendor through June 30, 2011. This is its first year of providing services. BGCGM conducts several programs that provide guidance and structure to high-risk youth. BGCGM worked in coordination with the Wisconsin Department of Children and Families in the Gang Prevention through Targeted Outreach (GPTTO) program since 2000. The program which the BGCGM is now providing is similar to the work done in GPPTO, focusing on at-risk youth, with the goal of connecting youth to positive adults and activities in the community. Each youth is assigned a staff mentor, who tracks attendance and program participation while modeling positive behaviors. The vendor will provide case-management and provide community-based services to 25 youths who have previously been incarcerated. The service will be provided to all the students enrolled at Transition High School, as well as to students in the four other high schools in the program. The cost of the contract will not exceed $45,000.

c. Foundations for Family, which was approved as a vendor pursuant to RFP 577 in October 10, 2008, is an approved vendor through June 30, 2011. The vendor provides the Flood the Hood curriculum, which is a Restoration of Consciousness program in line with the theme at Transition High School. The curriculum includes conflict-resolution training through writing and poetry experiences. The vendor will provide services to all students enrolled at Transition High School through small-group instruction and individual instructional support. The cost of the contract will not exceed $25,000.

d. Milwaukee Area Workforce Investment Board (MAWIB), was approved as a vendor pursuant to RFP 577 on May 29, 2008, is an approved vendor through June 30, 2011. MAWIB is a public/private partnership that promotes workforce-development activity in response to business needs in Milwaukee County. MAWIB coordinates local employment and training policy and administers funds from the U.S. Department of Labor. It creates and manages a focused education, training, and employment system that involves local educators, program operators, area employers, job seekers, and employed workers seeking career advancement. Each youth will receive various services based on an Individual Employment Plan (IE") developed in collaboration with the Futures First school base team. All 150 participating students will work with MAWIB in one or more areas listed below, depending on the individual needs set forth in the IEP:

1. case management for each youth based on IEP;

2. work-based learning experience (subsidized jobs with community-based organizations and private employers);

3. private-sector placements (will focus on high-growth/demand areas);

4. internships;

5. volunteer experience;

6. job shadowing;

7. workforce-readiness training;

8. job clubs;

9. career exploration;

10. placement in training programs, such as MATC classes, etc.;

11. various support services (housing, childcare, transportation, and other intensive services, as stated within the IEP);

12. retention/follow-up. The team will monitor the process and progress of the youths and track their employment retention and training completion through regular and active communication with the employers and service providers. Once student IEP goals are complete, the follow-up period will be determined by the Futures First school-based team; and

13. fashion business show.

The service will be provided to all the students enrolled at Transition High School, as well as to students in the four other high schools in the program. The cost of the contract will not exceed $250,000, which includes the amounts that students are paid for working.

e. New Leaf Coaching (NLC), which was approved as a vendor pursuant to RFP 577 on June 19, 2008, is an approved vendor through June 30, 2011. NLC locates vendors (such as New Vision Wilderness and Urban Ecology Center) to provide experiential educational opportunities programs for students enrolled at Transition High School and facilitates enrollment in these programs. NLC also mentors students to assist them in their processing of their outdoor experiences. The service will be provided to all the students enrolled at Transition High School. The cost of the contract will not exceed $25,000.

f. New Vision Wilderness, which was chosen pursuant to RFP 577 on August 5, 2008, is an approved vendor through June 30, 2011. This vendor provides experiential outdoor opportunities for at- risk youth enrolled in the Futures First Initiative program. The mission of New Vision is for students to reconnect with nature. Students will be provided with opportunities to challenge themselves emotionally and physically in beautiful wilderness areas while staff provides therapeutic interventions. In all activities provided by this vendor, all MPS policies and procedures are followed. The service will be provided to all the students enrolled at Transition High School. The cost of the contract will not exceed $67,000.

g. Urban Ecology Center, which was approved as a vendor pursuant to RFP 577 in September 2008, is an approved vendor through June 30, 2011. The Urban Ecology Center is a neighborhood–based environmental educational community center which provides student with environmental educational field trips. Students learn to study nature in an urban city. They also learn how to enjoy and understand nature in their world. The service will be provided to all the students enrolled at Transition High School, as well as the students enrolled in the four other high schools in the program. The cost of the contract will not exceed $4,000.

h. Urban Underground, which was approved as a vendor pursuant to RFP 577 on October 10, 2008, is an approved vendor through June 30, 2011. Urban Underground is promoting a new generation of young leaders committed to building safe and sustainable

communities. It advances its mission through effective programs, strategic partnerships, and youth-led social change in the areas of health, education, public safety, and restorative justice. The service will be provided to all the students enrolled at Transition High School. The cost of the contract will not exceed $35,000.

All of these contracts will run from September 1, 2010, through June 15, 2011.

Budget Code GENOSF21-IV-ECTS (Futures First – Contracted Services) $531,000
HUB % set 5%
Total HUB $26,550

RFP 686 Contract with QTI Group for Dispatching Services for Substitute Teachers and Clerical Staff

The Administration is requesting authorization to enter into a contract with the QTI Group for dispatching services for substitute teachers and clerical staff as outlined in RFP 686.

The vendor was chosen pursuant to RFP 686, which closed on March 12, 2010. MPS has contracted with the QTI Group. The Administration is now prepared to make an award pursuant to this most recent RFP.

The contract will run from August 30, 2010, through June 30, 2011. The total cost of the contract will not exceed $130,000.

HMR00CTGDW-ECTS (Contingent Fund – Contracted Services) $130,000
HUB % set 10%
HUB % proposed..... 10%
Total HUB $ $13,000

RFP 464 Contract with the Wisconsin Center for Education Research for an Independent Evaluation of the *Language!* Program

The Administration requests authorization to renew a contract with the Wisconsin Center for Education Research (WCER) to conduct an independent evaluation of the *Languag*e! program for students with disabilities. WCER was selected as a recommended vendor for grant evaluation services in March 2010 through Request for Proposals 464.

*Languag*e! is a comprehensive literacy curriculum that is specifically designed to accelerate literacy development for students in grades 3 -12 who are reading two or more years below grade level. *Language*! has the unique ability to serve a diverse range of students through its integrated differentiation component and mastery-based learning approach.

In April 2010, the Board authorized an FY10 contract not to exceed $50,000 and the authority to extend the contract for one year for up to an additional $50,000. That contract was never executed by WCER because the amount approved by the Board was incorrect ($100,000 instead of $150,000) due to an editing error. The Administration now seeks authorization to contract for $150,000, reflecting the Administration's original intent..

Budget Code: SD5-05-IA1-DW-ECTS (IDEA – ARRA Contracted Services).....$150,000
HUB % set 0%
HUB % proposed..... 0%
Total HUB $ $0

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 7) Action on the Award of Sole-Source (Exception-to-Bid) Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following exception-to-bid contracts and purchases.

A. Contract with Scholastic To Provide Professional Development for the Read 180 Classes

The Administration is requesting authorization to contract with Scholastic for a comprehensive intervention approach aligned to the School Improvement Grant and identified in the Striving Readers grant. Scholastic was selected as the recommended program to provide the READ 180 intervention program to two K-5 schools, four middle schools, three 6-12 schools, 12 K-8 schools and 11 high schools.

Scholastic will be contracted to provide professional development online courses, classroom visits and modeling, technical support, and server support.

The contract will be for one year, from July 15, 2010, until June 30, 2011, with the option to extend for one additional year. The annual cost of the contract will not exceed $117,294. The total cost of the contract over two years will not exceed $234,588.

Budget Code: RDG-0I-S70-DO-ECNS (Striving Readers Grant – Consultant Services) $33,659
SDI-0-S-SJ1-DW-ECTS(ARRA – School Improvement Grant Contract Services) $83,635

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

B. Contract with the University of Wisconsin-Milwaukee to Continue the Longitudinal Evaluation Study of Performance of MPS Students Involved in Project Lead The Way

The Administration is requesting authorization to enter into a contract with the University of Wisconsin-Milwaukee to continue the longitudinal evaluation study of performance of MPS students involved in Project Lead The Way, the national pre-engineering education best practice to strengthen students' foundations in science, technology, engineering and mathematics ("STEM") education.

MPS is committed to implementing PLTW. The evaluation performed under this contract will describe the outcomes and attributes of PLTW in MPS.

The evaluation study allows MPS to measure PLTW as a discreet indicator of student success. PLTW has greatly expanded in MPS and will include 28 schools and an estimated 5,000 students by fall of 2010. The District needs to measure program results in achievement and engagement. The direct outcome of this contract will be the production of a report based on the ongoing research conducted by the team at the University of Wisconsin-Milwaukee (UWM) under Dr. Sammis White. The longer-term expectation of this study is to follow cohorts of students throughout their high-school careers and for two years beyond, as the students enter two– or four-year institutions of higher learning or the world of work.

This contract will build upon an evaluation study that began four years ago with three southside K-8 or middle schools. The three schools all started PLTW with funding from Rockwell Automation, which also funded the study to track their investment. UWM — at the time an approved vendor pursuant to RFP 464 — was the organization performing the evaluation.

The Administration now seeks to expand the evaluation by targeting three additional K-8 or middle schools and five high schools, bringing to 11 the number of schools in the study. The five high schools will be those that have had the program running for at least three years and are offering students at least three distinct classes in the PLTW high-school program. These schools are Bradley Tech, Hamilton, Riverside

University, South Division, and Washington Information Technology high schools. The three new K-8 or middle schools will be chosen from the north side of the city to balance the three southside schools already in the study. The three new schools will be Morse Middle School, Westside Academy II, and Cass Street School.

MPS will contract with UWM for a period of one year, with the option to extend for two additional one-year terms. Funding for the project is secured through non-public funds from the Faye McBeath Foundation, Greater Milwaukee Foundation, and the Brady Corporation.

Budget GSP-OS-PJ0-TE-ECTS (Greater Milwaukee Foundation Grant funds – Contracted Services).....$20,000

Budget TTC-OI-BL0-TE-ECNS (Brady Corporation Grant Funds – Contracted Services).....$24,500

Budget SD1-0S-LW1-TE-ECNS (Faye McBeath Grant Funds – Contracted Services.....$20,000

HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on a Request to Waive the Limits in Contract Extensions in Administration Policy 3.09(5) and to Approve Contracts with The Gilder Lehrman Institute of American History for Professional Development in U.S. History and with Hanssen Consulting, LLC, for Grant Evaluation of Foundations of Democracy

Background

1. The Administration is submitting for the Board's approval the following two contracts. In addition, to allow for the possibility of three one-year extensions to each of these contracts, the Administration is requesting a waiver of Administrative Policy 3.09(5), which states:

> (a) After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval.
>
> (b) Professional services contracts shall be for a maximum one-year period; however, there may be an allowance for two annual extensions, for a maximum of three years, provided formal competitive bids or requests for proposals were initially obtained. Multi-year contracts must be re-submitted to the Board each succeeding year, if their initial approval did not include a statement that they were subject to an extension.

2. Administrative Policy 3.09(5) does provide for such waivers:

> (c) Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive the restrictions in extensions to contracts contained in Administrative Policy 3.09(5); and
2. approve the following professional services contracts:

RFP 553 Contract with The Gilder Lehrman Institute of American History for Professional Development in U.S. History

The Administration is requesting authorization to enter into a contract with The Gilder Lehrman Institute of American History, an organization that supports the study of American history through a wide range of programs and resources for students, teacher, scholars, and history enthusiasts throughout the nation. The vendor will provide a one-day lecture to 45 high-school history teachers on effective teaching and content of U.S. history. In addition, the vendor will fund five teachers to attend select weeklong seminar on effective teaching methods and content. Finally, the vendor will provide educational materials and professional development to the 45 high-school history teachers throughout the year.

The vendor was approved pursuant to RFP 553 (a continually posted RFP) on January 26, 2010, and that approval is valid through January 15, 2013.

The contract will be funded through the Teaching American History Grant: Foundations of Democracy, a five-year grant initially awarded in 2009, with funding in the last two years of the grant to be contingent upon adequate progress in achieving the grant's goals.

The contract will run from September 1, 2010, through June 30, 2011. The Administration seeks waiver of 3.09(5) to allow for three additional one-year extensions, contingent upon grant funding.

The annual cost of the contract will not exceed $39,500.00, and the four-year cost of the contract will not exceed $158,000.

Budget Code: SD1-0-S-DE1-CI-ECTS (Teaching American History — Contracted Services) $39,500.00
HUB % set 0%
Total HUB $ $0

RFP 464 Contract with Hanssen Consulting, LLC, for Grant Evaluation of Foundations of Democracy

The Administration is requesting authorization to contract with Hanssen Consulting, LLC, to provide external evaluation of the Teaching American History Grant: Foundations of Democracy, a five-year grant initially awarded in 2009, with funding in the last two years of the grant to be contingent upon adequate progress in achieving the grant's goals.

The vendor was chosen pursuant to RFP 464 (a continually posted RFP) in February 2008 and is an approved vendor through February 2011.

The contract will run from September 1, 2010, through June 30, 2011. The Administration seeks waiver of 3.09(5) to allow for three additional one-year extensions, contingent upon grant funding. The annual cost of the contract will not exceed $30,000, and the four-year cost of the contract will not exceed $120,000.

Budget Code: SD1-0-S-DE1-CI-ECTS (Teaching American History — Contracted Services) $30,000.00
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 9) Report on an Actuarial Estimate of the District's Obligation for Post-Employment Benefits

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Governmental Accounting Standards Board (GASB) is the body that sets the accounting standards for state and local governments. In 2004, GASB issued Statement No. 45 (GASB 45), "Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions," the purpose of which is to establish standards for the measurement, recognition, and display of expenditures for other post-employment benefits (OPEB), related liabilities, and other information in the reports of state and local government employers. GASB 45 indicates

> …many state and local governmental employers provide other post-employment benefits (OPEB) as part of the total compensation offered to attract and retain the services of qualified employees.

2. GASB also notes:

> This Statement improves the relevance and usefulness of financial reporting by (a) requiring systematic, accrual-basis measurement and recognition of OPEB cost (expense) over a period that approximates employees' years of service and (b) providing information about actuarial accrued liabilities associated with OPEB and whether and to what extent progress is being made in funding the plan.

3. Other post-employment benefits include medical, dental, vision, and other health-related benefits, as well as other forms of post-employment benefits, such as life insurance, disability, long-term care, and other benefits that are provided separately from a defined benefit pension plan.

4. GASB 45 applies to the financial statements of state and local governmental employers that provide post-employment benefits other than pension benefits. MPS has reported its OPEB obligation in its financial statements for FY08 and FY09 and will report its obligation for FY10 when its financial statements are released later in 2010.

5. GASB 45 requires an actuarial valuation be conducted biennially. The valuation for FY10 financial statements was completed in July 2010.

6. GASB 45 requires the District to determine the actuarial accrued liability (AAL) for OPEB associated with service earned to date. The AAL does not need to be recognized immediately on the balance sheet — it is a disclosure item that appears in the notes to the financial statements.

7. GASB 45 also requires the District to determine the annual required contribution (ARC) for the current fiscal year. The ARC does not represent a cash contribution — it represents the accrual expense for the fiscal year. The balance sheet liability or Net OPEB Obligation at fiscal year end equals the ARC, less employer cash contributions.

8. The District hired Gabriel, Roeder, Smith, and Company (GRS) to perform the actuarial valuations of the District's OPEB liabilities for FY10.

8. The July 1, 2009, valuation for FY10 is attached to this item. The valuation produced an AAL of $2,398.1 million; a net OPEB obligation (balance sheet liability) of $388.7 million as of June 30, 2010; and an ARC of $186.7 million for FY10. The valuation takes into account the District establishment of an IRC Section 115 trust to pre-fund retiree healthcare benefits at five percent of actual retiree claims, beginning with FY11.

9. The actuarial liability increased by $174.4 million, from $2,222.7 million as of July 1, 2007, to $2,398.1 million as of July 1, 2009. The increase is due primarily to the amortization of the Unfunded Accrued Liability and two additional years of Normal Cost. If the plan's assumptions had been exactly

realized during the two-year period, the actuarial liabilities would have increased by an additional $99.6 million, to $2,497.7 million as of July 1, 2009. The key factors contributing to the $99.6 million decrease in actuarial liabilities are changes in pension-related demographic assumptions ($18.3 million), actual healthcare experience increasing less than assumed ($16.4 million), a change in the discount rate due to the establishment of the trust ($18.8 million), and demographic and other experience ($46.1 million).

10. Representatives from GRS are present to provide an overview of the July 1, 2009, valuation.

* * * * *

(Item 10) Informational Report on a Proposed Plan for School Nutrition Services

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. It is the goal of School Nutrition Services (SNS) to provide Milwaukee Public Schools' students with nutritious and tasty meals in a cost-effective manner.

2. The Administration believes that, despite the efforts of School Nutrition Services to control costs and increase revenue, the current SNS operating model is not sustainable. Labor costs will very likely increase at a faster rate than will the amount that the district is reimbursed by the federal and state governments for meals. Greater efficiencies are needed in the food-production-and-delivery system to maintain a self-supporting operation.

3. The Administration believes the district has three choices with regard to its food-service operation:

a. maintain the district's employee model, but move to an efficient commissary operation;

b. privatize food service; or

c. adopt a hybrid model that could change the employee structure.

4. On June 3, 2010, the Milwaukee Board of School Directors approved a capital plan as part of FY11 budget. Included in the plan is $9.8 million of borrowing under the American Recovery and Reinvestment Act (ARRA) Qualified Construction School Bonds (QSCB) for a central food-production facility (commissary). The Board president asked the Administration to bring back more information about the commissary proposal for discussion in August 2010.

5. By documenting the operational requirements and projected financial results of a central production facility, MPS is establishing a baseline against which to measure any potential economic advantages of moving to a privatized food-service operation. The Board will have to weigh the cost efficiencies associated with each model against other, less economic advantages and disadvantages. This item does not commit the Board to any new model.

6. The Milwaukee Common Council, which must approve the district's request for bonding, normally does so at its November meeting, after which the timing of a bond sale is determined. The Administration will seek action by the Board to meet the timelines required by the Administration's ultimate recommendations.

* * * * *

(Item 11) Action on a Resolution, under Section 119.25 of the Wisconsin Statutes, to Delegate the Board's Expulsion Authority to Independent Hearing Officers

Background

1. Section 119.25 of the Wisconsin Statutes allows the Board to adopt a resolution authorizing the use of either an Independent Hearing Panel or Hearing Officers appointed by the Board to hear and decide student expulsion cases. The resolution is effective for the school year for which it is adopted.

2. For the 1988-89 school year, the Board appointed an Independent Hearing Panel made up of assistant superintendents. For the 1989-90 through 2007-08 school years, it was necessary to expand the pool of panel members to ensure convening of a panel within the time constraints set by law.

3. At its meeting on August 28, 2008, the Board approved revisions to Administrative Policies 8.32 and 8.33, authorizing the use of Independent Hearing Officers to hear and decide student expulsion cases.

4. For the 2009-10 school year, the Board adopted a resolution authorizing the use of Independent Hearing Officers who are non-district employees (as suggested by the City Attorney) to hear and decide expulsion cases.

5. For the 2010-11 school year, the Administration is recommending the continued use of Independent Hearing Officers to hear and decide student expulsion cases. The Department of Parent/Student Services will continue to provide training for the Independent Hearing Officers to ensure that all Independent Hearing Officers understand their role, responsibilities, and options.

Administration's Analysis

6. The Administration will continue to ensure that only student expulsion cases meeting the criteria under State Statute 119.25 and State Statute 120.13(1)(c) are recommended for expulsion. The Administration will continue the formal review by the Department of Parent/Student Services senior staff.

7. The Administration will not recommend educational services if the offense involves guns, distribution of illegal drugs or alcohol, battery, knives or other weapons, or any behavior that has endangered the health or safety of others.

8. The Independent Hearing Officers may choose not to follow the Milwaukee Public Schools' guidelines for offering educational services, depending on the circumstances of the individual cases. When this occurs, the Independent Hearing Officer must submit the form "Deviating from the Milwaukee Public Schools' Guidelines in the Disposition of Expulsion Cases." A copy of the form is available upon request.

9. State Statute 119.25(2)(d) authorizes the Board or the Independent Hearing Officers to impose one or more early reinstatement conditions under which a pupil who is expelled from school may be reinstated to school before the end of the term of his/her expulsion. An early reinstatement condition may be one which the pupil is required to meet

a. before he/she may be granted early reinstatement, or

b. after his/her early reinstatement, but before the end of the terms of the expulsion specified in the student's expulsion order.

The early reinstatement conditions must be related to the reason for the student's expulsion and must be specified in the expulsion order.

10. The Administration recommends that the Independent Hearing Officers provide early reinstatement conditions for students expelled for possession, ownership, or use of illegal drugs and alcohol. The Administration further recommends that the Independent Hearing Officers require parents to provide documentation of AODA evaluation and, if necessary, services as part of early reinstatement conditions for these drug- and alcohol-related offenses.

11. During the 2009-10 school year, 400 students were expelled. This number is up from the number expelled in the previous few years: During the 2008-09 school year, 269 students were expelled; during 2007-08, there were 390 expulsions; and in 2006-07, 367 students were expelled. A summary of the expulsion data for the 2009-10 school year and expulsion statistics covering 1984-85 through 2009-10 is included in the Attachments to the minutes of your Committee's meeting.

12. Expelled students will be reinstated. The Administration will notify the parent/guardian in writing of the need to have a reinstatement conference. This notification will take place two weeks prior to the expiration of the expulsion period. Failure of the parent/guardian to respond to a reinstatement

conference request will result in the Administration's issuing a school assignment for the student. The parent/guardian and the receiving school will be notified in writing of the school assignment.

Strategic Plan Compatibility Statement

13. The Administration's recommendation supports the MPS Strategic Plan Goal 5, School staffs are supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Implication Statement

14. The proposed resolution delegating the Board's expulsion authority to the Independent Hearing Officers is consistent with:

- Wisconsin State Statute 120.13, School Board Powers
- Wisconsin State Statute 119.25, Expulsion of Pupils
- Administrative Policy 8.32, Student Expulsion;
- Administrative Procedure 8.32, Student Expulsion: Hearing Conducted by Board of School Directors Or Designated Independent Hearing Officer; and
- Administrative Policy 8.33, Student Expulsion: Independent Hearing Officer.

Fiscal Impact Statement

15. Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases is the transcription services and the cost of the Independent Hearing Officers. Their services are covered by the Department of Parent/Student Services' budget.

Implementation and Assessment Plan

16. The Administration has solicited potential Independent Hearing Officers from various civic, community, and professional organizations. In addition, retired MPS educators will also be eligible to serve as Independent Hearing Officers. The Administration is projecting a cadre of five to eight Independent Hearing Officers for the 2010-2011 school year. The Administration will provide to the Board the names of the Independent Hearing Officers once the list is finalized.

17. It is projected that, through the implementation of the District's Alternatives to Expulsions/Suspensions initiative and the behavioral assignment option, the number of student expulsions will decrease.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That for the 2010-2011 school year, student expulsions from the Milwaukee Public Schools shall be ordered by an Independent Hearing Officer; and be it

FURTHER RESOLVED, That the Administration implement the behavior reassignment option in those cases where educational services would have been offered during an expulsion period; and be it

FURTHER RESOLVED, That, the same due process procedures as were used in 2009-2010 be followed when hearing all cases of student expulsions which include the Milwaukee Public Schools' Independent Hearing Officer Guidelines for Offering Educational Services; and be it

FURTHER RESOLVED, That the Independent Hearing Officer may impose one or more early reinstatement conditions under which a student who is expelled from school may be reinstated to school before the end of his or her expulsion. The reinstatement condition may be a condition a student is required to meet before he or she may be granted

reinstatement, or a condition that the pupil is required to meet after his or her early reinstatement. The early reinstatement conditions must be related to the reasons for the student's expulsion and be stated in the expulsion order, and be it

FURTHER RESOLVED, That the Independent Hearing Officer should consider early reinstatement conditions for students expelled for offenses related to ownership, possession, or use of illegal drugs or alcohol. The conditions for early reinstatement for these offenses should require parents to provide documentation of AODA services or evaluations; and be it

FURTHER RESOLVED, That, while it is not required to provide alternative educational services to expelled students, the Independent Hearing Officer in all expulsion cases should consider providing educational services to expelled students at an alternative/partnership school per the Milwaukee Public Schools' Independent Hearing Officer Guidelines for Offering Educational Services. The Independent Hearing Officer also has the option of recommending, in addition to educational services, AODA services and counseling for offenses involving the use, ownership, or possession of illegal drugs or alcohol; and be it

FURTHER RESOLVED, That the expelled students shall be reinstated to the Milwaukee Public Schools through the Department of Parent/Student Services in the manner described herein.

Director Thompson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

* * * * *

(Item 12) Action on a Request To Approve Contracts with Supplemental Educational Services Providers

Background

1. Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. As identified in the federal ESEA/No Child Left Behind act of 2001, supplemental educational services must be provided outside of the regular school day and be high-quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in a school that has been designated as a School Identified for Improvement (SIFI) and that has not made Adequate Yearly Progress (AYP) for three or more years (i.e., a school that is Level II or above), have the option of accessing supplemental educational services for their children.

2. Federal law mandates that school districts set aside an amount equal to at least 20% of its allocation for supplemental educational services and school-transfer-related transportation. (MPS has a waiver that allows it to budget less than 20%, based on historic usage, but it is obligated to pay costs up to 20%, regardless of the amount budgeted) Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental educational services.

3. By law, the parents then have the ability to direct resources — up to $2340.52 per student — to any one of the selected entities to access services for their children. Final dollar adjustments in the dollar

recourses may be made by DPI in August. The local school district does not have the option either of approving supplemental service providers or of directing students to use any of the approved providers. The district must allocate funding at the behest of parents of students who are eligible for the service.

4. Federal Law dictates that school districts must allocate resources in conjunction with the wishes of parents of eligible students. The law allows only the Wisconsin Department of Public Instruction to approve eligible supplemental service providers. Federal law supersedes MPS administrative policy with regard to the use of ESEA funding. By law, the district is required to approve the contracts with the eligible providers; therefore, the Administration is requesting that the Milwaukee Board of School Directors grant approval of contracts with designated supplemental providers.

Administration's Analysis

5. According to Title I, Section 1116(e), of the Elementary and Secondary Education Act:

> The local educational agency serving such school (school in need of improvement) shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a history of demonstrated effectiveness, as selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

6. According to Title I, Section 1116(e) (3), of the Elementary and Secondary Education Act:

> In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall (D) contain provisions with respect to the making of payments to the provider by the local educational agency.

7. Depending upon the number of parents who choose a particular provider, the value of contracts with individual providers may exceed $50,000. Administrative policy states that, for contracts of $25,000 or above, formal bidding is required. The Milwaukee Board of School Directors must approve contracts in excess of $25,000 after the bidding process has been conducted.

8. The Wisconsin Department of Public Instruction has approved 34 supplemental service providers to serve eligible students from Milwaukee Public Schools in the 2010-2011 school year. Twenty-two (22) of these have chosen to serve eligible students from Milwaukee Public Schools for the 2010-11 school year.

9. Of the 30 supplemental service providers which the state approved in 2009-2010, 17 chose to provide services to eligible students in the Milwaukee Public Schools. The amounts paid to the providers as of July 27, 2010, and the number of students served during the 2009-10 school year are listed below.

SES Providers — 2009-2010 Year			
Name	Youth Enrollment	Youth Attendance	Amt Spent as of 7/27/10
1. A Better Grade	420	260	$554,761.60
2. Academic Solutions	215	171	$320,057.20
3. Brain Hurricane	579	440	$614.752.28
4. Cardinal Stritch	52	41	$71,921.00
5. Club Z	56	28	$38,319.75
6. Educate Online	272	158	$268,642.75
7. Hickman Academy	16	0	0
8. Holy Redeemer Christian Academy	37	0	0
9. Knowledge Points	30	0	0
10. Learning Exchange	393	181	$205,623.70
11. Mainstream Development Group	990	714	$1,265,000.00
12. Motivating Minds	443	306	$560,000.00

SES Providers — 2009-2010 Year			
Name	Youth Enrollment	Youth Attendance	Amt Spent as of 7/27/10
13. PMG Educational Services, Inc.	384	257	$360,000.00
14. Sparkplug Education Program	585	434	$830,927.84
15. Step Ahead Tutors	644	493	$880,488.93
16. Tools of Empowerment	2,232	1,546	$2,450,000.00
17. VTV, Inc. Victory After School Program	11	0	0
TOTALS	7,265	5,032	$8,420,495.05

10. The Provision of SES services for Level I schools was required in the FY10 Corrective Action Plan. Four million dollars of the vendor costs in 2009-2010 were associated with the provision of SES services for students attending SIFI schools, Level I and Level I improved. The FY11 Corrective Action Plan does not continue this provision.

11. There are currently 54 MPS schools that have been designated as SIFI.

- Level 1
  - Allen Field (Gr. K4-5)
  - Green Bay (Gr. K4-8)
  - Grant (Gr. K4-8)
  - Mitchell (Gr. K4-8)
  - Sixty-Fifth (Gr. K4-8)
  - Northwest Secondary (Gr. 6-12)
  - Morse (Gr. 6-9)
  - NOVA (Gr. 7-12)
  - Wedgewood Park (Gr. 6-8)
  - Alliance (Gr. 6-12)
  - Genesis (Gr. 9-12)
  - Grandview (Gr. 9-12)
  - Madison Academic Campus (Gr. 9-12)
  - MHSA (Gr. 9-12)
  - Project Stay (Gr. 9-12)
  - Wings Academy (Gr. 1-12)
- Level 1 Improved
  - Browning (Gr. K4-5)
  - Carver Academy (Gr. K4-8)
  - Forest Home (Gr. K4-5)
  - Keefe Ave. (Gr. K3-8)
  - Lincoln Avenue (Gr. K4-5)
  - Metcalfe (Gr. K4-8)
  - Sherman (Gr. K4-8)
  - Story (Gr. K4-8)
  - Fritsche (Gr. 6-9)
  - Career Youth Development (Gr. 9-12)
  - El Puente (Gr. 9-12)
  - MAAI (Gr. 9-12)
  - Riverside (Gr. 9-12)
  - WHS (Gr. 9-12)
- Level 2
  - Hopkins (Gr. K4-8)
  - King Jr. (Gr. K4-8)
  - LaFollette (Gr. K4-8)
  - Rogers Street (Gr. K4-8)
  - Starms (Gr. 1-8)
  - Bradley Tech (Gr. 9-12)
  - WHS-Information Technology (Gr. 9-12)
- Level 2 Improved
  - Fifty-Third Street (Gr. K4-8)
  - Lloyd (Gr. K4-5)
  - Townsend (Gr. K4-8)
  - ALAS (9-12)
- Level 3
  - Auer Ave. (Gr. K3-8)
  - Lancaster (Gr. K4-8)
  - Wheatley (Gr. K4-8)
  - Lincoln Center of the Arts (Gr. 6-8)
  - Kilmer South (Gr. 6-12)
  - South Division (9-12)
- Level 3 Improved
  - Roosevelt (Gr. 6-8)
- Level 4
  - Burroughs (Gr. 6-8)
  - Custer (Gr. 9-12)
  - Hamilton (Gr. 9-12)
- Level 4 Improved — *No schools*
- Level 5
  - Bay View (9-12)
  - Pulaski (Gr. 9-12)
  - Vincent (9-12)

12. MPS must provide the option of supplemental educational services to eligible students in the twenty-four (24) schools identified at level 2 and above. 11. By law, the district must enter into contracts with any of the approved providers that the parent selects from the approved list. Since parents have the decision-making authority, the district will not know the value of the contracts with any of the approved providers until after the parents' decisions have been made.

Strategic Plan Compatibility Statement

13. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth-graders will graduate in four years.

Statute, Administrative Policy of Board Rules Implication Statement

14. The item is consistent with federal, state, and local laws, as well as with administrative policy and procedure.

Fiscal Impact Statement

15. Under ESEA guidelines, a school district must set aside a designated amount; based in part on demand of its Title 1 allocation, for supplemental educational services (the "amount equal to" language in the law allows the district to use funds from other sources in lieu of Title 1 funds, if the district chooses). The district's FY11 set-aside is $5,000,000.00, which could serve 2,136 students in Supplemental Education Services based on the current per-pupil rates. The set-aside reflects historic usage of SES services. If the cost of supplemental services exceeds the amount set aside by the district, the district is obligated to provide funding up to the maximum under the law.

Budget Code GEN-0-I-1S1-DW-ECTS (Contract Services)

Implementation and Assessment Plan

16. Upon approval of the Milwaukee Board of School Directors, the Administration will proceed with the understanding that contracts with approved supplemental educational service providers may exceed $25,000 and even $50,000, depending upon the choices of MPS parents, without further approval by the Board. Board approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage supplemental educational services under the guidelines of the ESEA/No Child Left Behind Act.

17. The Administration will provide the Board a quarterly report of the number of parents who have chosen each of these providers.

18. The Administration will include supplemental educational services providers in its Quarterly Report on Contracts Awarded between $25,000 and $50,000.

Committee's Recommendation

Your Committee recommends that, in order to comply with federal law governing the ESEA: No Child Left Behind Act, the Board approve contracts for supplemental educational services with the following state-approved service providers, for up to a total of $5,000,000.00, to begin in October 2010 and to end in June 2011. The contracts must meet all local contract requirements of the Milwaukee Public Schools.

SES Providers — 2009-2010 Year			
Name	**Youth Enrollment**	**Youth Attendance**	**Amt Spent as of 7/27/10**
1. A Better Grade	420	260	$554,761.60
2. Academic Solutions	215	171	$320,057.20
3. Brain Hurricane	579	440	$614.752.28

SES Providers — 2009-2010 Year			
Name	**Youth Enrollment**	**Youth Attendance**	**Amt Spent as of 7/27/10**
4. Cardinal Stritch	52	41	$71,921.00
5. Club Z	56	28	$38,319.75
6. Educate Online	272	158	$268,642.75
7. Hickman Academy	16	0	0
8. Holy Redeemer Christian Academy	37	0	0
9. Knowledge Points	30	0	0
10. Learning Exchange	393	181	$205,623.70
11. Mainstream Development Group	990	714	$1,265,000.00
12. Motivating Minds	443	306	$560,000.00
13. PMG Educational Services, Inc.	384	257	$360,000.00
14. Sparkplug Education Program	585	434	$830,927.84
15. Step Ahead Tutors	644	493	$880,488.93
16. Tools of Empowerment	2,232	1,546	$2,450,000.00
17. VTV, Inc. Victory After School Program	11	0	0
TOTALS	**7,265**	**5,032**	**$8,420,495.05**

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 13) Action on Contracts with Milwaukee Teacher Education Center and Nonpublic Educational Services, Inc., for the Provision of Title I Services to Partnership School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to both non-public and public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to the schools.

2. Milwaukee Public Schools' ESEA funds support third-party vendors providing Title I services to MPS students being served under district contracts at approximately 21 partnership schools. The Title I services provided include supplemental math and reading instructional services to eligible partnership-school students, professional development to eligible partnership-school teachers, and professional development to eligible families.

3. MPS has been entering into contracts with third-party vendors to offer Title I services to partnership schools since the 2003-2004 school year.

4. During the 2008-2009 school year, the Title I staff met with the partnership schools. The school leaders suggested working with vendors who understand the unique needs of students attending the partnership schools. Based on those dialogues, it was decided to issue a separate RFP for Title I services for partnership schools. In January 2010, the Milwaukee Public Schools posted RFP #695 to solicit vendors that could provide the range of Title I services for partnership schools during the 2010-2011 school year, with the potential of renewal during the 2011-2012 and 2012-2013 school years.

Administration's Analysis

5. The Partnership schools to be served form a diverse community of students in approximately 21 schools. In the 2009-2010 school year, the District allocated Title I funds, plus allowable administrative

funds, for a total of $665,853.00 for provision of Title I services through third-party providers in partnership-school programs. In the 2010-2011 school year, the District will allocate Title I funds, plus allowable administrative funds, for a total of $719,167.00 for provision of Title I services through third-party providers in partnership-school programs.

6. Contract amounts to be awarded to each agency approved after the RFP-selection process are dependent upon Title I Program allocations and the number of schools selected by or assigned to each. The partnership schools will receive Title I services up to the allocation amount based upon the approved federal formula.

7. The RFP process resulted in two recommendations. The first is the Milwaukee Teacher Education Center (MTEC), a company based in Milwaukee, Wisconsin, which was founded in 1996 to assist MPS in identifying and preparing teachers to meet the learning needs of all students. Previous work includes Title II professional development for MPS partnership schools during the last 4 years. Title I services will be based on individual learning plans that focus on skills needed by students to be successful in literacy and math.

a. The literacy program will be aligned to the MPS Comprehensive Literacy Program, with a focus on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

b. The math instruction will be aligned to the state standards while focusing on building proficiency in computational skills, problem solving, and conceptual understanding by requiring students to ask questions, collaborate, and justify their thinking orally and in writing.

8. The second recommendation is Nonpublic Educational Services, Inc., (NESI) an educational organization based in Salem, Massachusetts. NESI has experience 12 years of experience providing Title I services to partnership schools. Its Title I services will also focus on literacy and math. NESI uses an instructional framework that focuses on the individual learner's educational needs, which determine which curriculum materials will be used. The lessons are individually developed based on the student's learning styles and developmental levels. Each child has a Personalized Instructional Plan (PIP) that is developed based on the Title I teacher's and regular classroom teacher's discussion and assessment from the previous year. The PIP becomes the working document upon which teachers begin to build a challenging instructional program that helps students succeed in the regular classroom. This framework helps students progress at their own rate.

9. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements as outlined in the RFP.

10. The Board's approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage services to eligible partnership schools.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

12. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

13. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

14. This item authorizes expenditures of up to the ESEA formula-derived percentage of Title I funds available for 2010-2011 for partnership schools after allowable expenses are deducted, as mandated by ESEA. This would amount to $719,167.00, based upon current-year allocations. Recommended RFP respondents are Milwaukee Teacher Education Center (MTEC) and Nonpublic Educational Services, Inc. The Title I allocation is provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education as individual partnership-school allocations.

Account Title:	Title I, Regular, Partnership Schools
Budget Code:	GEN-0-I-T11-1S-ECNS (Budget — Contracted Services)
	PRT-0-S-SV1-1S-ECNS (Budget — Contracted Services)

Implementation and Assessment Plan

15. Contracts will run from July 1, 2010, to June 30, 2011. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

16. The contracts will be monitored through the Office of Family Services (Title I).

17. Title I funds are not given to the schools, but services are provided to the students, teachers, and families.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize one-year contracts, as attached to the minutes of your Committee's meeting, with options for up to two additional years to Milwaukee Teacher Education Center and Nonpublic Educational Services, Inc. Funding is not to exceed the ESEA formula-derived percentage of Title I funds available for 2010-2011 for partnership schools, after allowable expenses are deducted, as mandated by ESEA. This would amount to $719,167.00 under the current-year allocation.

The designated funds are for the provision of services to City of Milwaukee-resident, Title I-eligible students enrolled in partnership schools in the 2010-2011 school year. Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating partnership schools. Participating partnership schools will receive services up to an allocation amount based upon an approved federal formula.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 14) Action on a Recommendation to Approve the Funding of a Contract for 21st Century Community Learning Centers (CLCs) at Milwaukee High School of the Arts

Background

1. On July 29, 2010, the Milwaukee Board of School Directors approved the funding of 55 Community Learning Center (CLC) contracts. The Board, however, did not approve the contract for Milwaukee High School of the Arts (MHSA) because a CLC lead agency tor that CLC had not yet been chosen. The Board directed the Administration to bring the MHSA's CLC contract forward for approval once a lead agency had been chosen by the school.

2. On August 2, 2010, MHSA selected the Neu-Life Community Resource Center as its CLC lead agency representative.

Administration's Analysis

3. This item seeks authorization to enter into a contract with Neu-Life Community Center in FY11 for CLC services at Milwaukee High School of the Arts for a total of $99,000. This CLC contract allocation reflects the dollar amount which Neu-life Community Center will receive in FY11 if it maintains the required average daily attendance, as outlined in the 2010-11 CLC contract.

Strategic Plan Compatibility Statement

4. This item supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy, or Board Rules Statement

5. The contract is being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

6. This item authorizes the expenditure of $99,000 from American Reinvestment and Recovery Act (ARRA) Title I-A funding and one 21st Century Community Learning Center grant awarded to the district by the Wisconsin State Department of Public Instruction (DPI). Funds are budgeted as follows:

GEN-XI-CL1-MH-ECTS0000 ..... $50,000 (21st Century CLC Contracted Services)
DII-0S-RV1-MH-ECTS0000 ..... $49,000 (ARRA Title I-A Contracted Services)
Total $99,000

HUB Information (see section VIII.A of the contract, as attached to the minutes of your Committee's meeting.)
HUB % Set 10%
HUB % Proposed.....10%
HUB Total $..... TBD

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract, as attached to the minutes of your Committee's meeting, with Neu-Life Community Center in FY11 for CLC services at Milwaukee High School of the Arts for a total of $99,000. This CLC contract allocation reflects the dollar amount which Neu-life Community Center will receive in FY11 if it maintains the required average daily attendance, as outlined in the 2010-11 CLC contract.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 15) Action on Sole-Source (Exception-to-Bid) Contracts with Marla Dewhirst and Steve Romano to Provide Professional Development in Positive Behavioral Interventions and Supports (PBIS)

Background

1. In March 2009, Milwaukee Public Schools began the process of implementing of Positive Behavioral Interventions and Supports (PBIS). PBIS is a collaborative district-wide initiative between

Administration (Department of Parent and Student Services) and the Milwaukee Teachers' Education Association (MTEA) through the Safety and Discipline Labor Management Committee. Nationally, the Technical Assistance Center for PBIS is divided into regional areas. Dr. Lucille Eber, the Director of the Illinois PBIS Network, is the individual identified as the expert for Wisconsin's region. Dr. Eber has been working with the Department of Public Instruction (DPI) to develop a PBIS network in the state of Wisconsin.

2. MPS began the implementation of PBIS prior to the state network's establishment. In order to maintain a consistent approach to PBIS similar to that of the DPI and the rest of the state, Administration consulted with Dr. Eber, who recommended two trainers from the Illinois PBIS Network, Ms. Marla Dewhirst and Mr. Steve Romano. Both trainers, who have more than ten years of experience with PBIS in large urban districts (New York, Chicago), are recognized Technical Assistance providers for PBIS, are certified School-wide Information System trainers, worked on developing the training curriculum for the Illinois PBIS network, have provided training using the curriculum, and have provided training throughout the state of Wisconsin.

3. MPS has expanded the number of schools implementing PBIS from 30 in 2009-2010 to 105 in 2010-2011 and will bring the rest of the schools on for the 2011-2012 school-year.

administration's Analysis

4. PBIS is required through the corrective action. As part of the reporting requirements, MPS must submit fidelity measurements of PBIS to the DPI. Providing quality training to school teams is one way to ensure the continued success and fidelity of PBIS.

5. Ms. Dewhirst and Mr. Romano have provided all of the training to the school teams so far. In order to maintain the consistency and fidelity of PBIS across the district, Administration is requesting that sole-source contracts with Ms. Dewhirst and Mr. Romano be granted.

Strategic PLAN Compatibility Statement

6. This item supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community**.**

WTAM applicable measurable objective: No more than 40% of suspensions will be under the category of "violations of school rules."

Statute, Administrative Policy or Board Rules Statement

7. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

8. The contracts will run from September 1, 2010, through June 2011. The total cost of each contract will not exceed $45,000. Budget Code: SD1-0-S-RP1-SN-ECTS.

Implementation and Assessment Plan

9. In the Spring of 2011, the remaining schools will be trained to implement Tier 1/Universal interventions for the 2011-2012 school year. Schools are monitored for fidelity of implementation of PBIS. When a school demonstrates fidelity, it is allowed to begin implementation of the next level (tier) of interventions. PBIS takes three to five years to implement at the school level.

10. MPS administers nationally recognized PBIS fidelity measures to all schools implementing PBIS at least once a year.

11. Schools that do not reach fidelity must continue to work under the guidance of the PBIS external coach to achieve fidelity.

12. At least 80% of the schools will achieve fidelity during their first year of implementation of a specific tier.

13. At least 80% of the schools will improve or remain the same in one or more of the following categories: total number of suspensions, attendance rate, suspension rate, or suspensions due to learning-environment violations.

Committee's Recommendation

Your Committee recommends that the Board enter into two exception-to-bid contracts, as attached to the minutes of your Committee's meeting, with Marla Dewhirst and Steve Romano for $45,000 each, to run from September 1, 2010, through June 30, 2011, to provide professional development on PBIS.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on Resolution 1011R-011 by Director Falk to Lobby for the Ability to Use Revenue from the Common School Fund to Support Certified School Librarians

Background

At its meeting on July 29, 2010, the Board referred Resolution 1011R-011 by Director Falk to the Committee on Legislation, Rules and Policies:

> WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More Action Plan for Milwaukee Schools,* Goal 7, states "The district's central services departments support student learning"; and
>
> WHEREAS, In the Information Age, the ability to access, use, and evaluate information competently is an essential skill which children need to have to succeed; and
>
> WHEREAS, While school libraries are the means by which students can access information, learning tools, entertainment, they can serve little purpose without a qualified professional to help students gain such access; and
>
> WHEREAS, When staffed with qualified professionals, school libraries become sophisticated 21st-century learning centers that offer a variety of opportunities to ensure student achievement; and
>
> WHEREAS, The State of Wisconsin established the Common School Fund to be distributed to school districts, based on enrollment, to purchase library materials; and
>
> WHEREAS, For FY11, MPS will receive approximately $30 per pupil from the Common Fund, which is then to be divided up among each school, based on each school's enrollment; and

WHEREAS, Wisconsin Statue 43.70(3) provides that money received by school districts from the Common School Fund is to be used to purchase only library materials, including books, audiovisual material, and items from the Wisconsin historical society; and

WHEREAS, The Common School Fund was established by the Constitution of the State of Wisconsin at a time when the Founders could not envision the vast array of services provided by school libraries in modern times; and

WHEREAS, A mere twenty-five percent of the proceeds from the Common School Fund can be used to purchase computers and related software, and only when the person that supervises their use is a certified media specialist; and

WHEREAS, The Statutes state that the funds may be used only for materials, which means that the hiring of a certified librarian is not an eligible expenditure of Common School Fund proceeds; and

WHEREAS, Certified school librarians act as instructors by helping students become information-literate and by giving teachers planning breaks; as collaborators by working with teachers to plan, instruct, and evaluate student learning; and as innovators by integrating new technology into the learning process; and

WHEREAS, Because certified school librarians work with everyone in the school (students, teachers, and administrators), they are in a unique position to offer insight into student achievement and can help to ensure that all students and staff are effective users of information and ideas; and

WHEREAS, Nineteen independent studies of school districts nationwide have consistently shown that schools that have well-crafted library programs with certified librarians at the helm see double-digit increases in standardized test scores, higher ACT scores, increases in reading enjoyment scores, and improved writing skills than do schools who do not have library programs run by certified professionals; and

WHEREAS, Students in a 2006 study of Wisconsin school library programs said that they saw the librarian as another teacher who taught information, technology, and communication skills that are not skills covered in the classroom; and

WHEREAS, The same Wisconsin study showed that schools with a highly visible certified librarian saw their libraries become the hubs of the schools, with library services contributing significantly to curriculum and instruction; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby direct the Office of Board Governance-Governmental Relations Services to lobby the State to allow school districts the discretion to use up to 50% of the proceeds of the Common School Fund to fund certified school librarians; and be it

FURTHER RESOLVED, That individual MPS schools will be permitted to pool their allotments from the Common School Fund in order to share a librarian; and be it

FURTHER RESOLVED, That this lobbying effort be added to the district's Legislative Agenda upon the Board's adoption of this resolution.

Analysis

1. The Common School Fund, which provides annual library aid support to all Wisconsin public school districts, invests in state bonds, the State Investment Fund, and in loans to municipalities and school districts through the State Trust Fund Loan Program. The Common School Fund was created in Article X, Section 2, of the State Constitution, which mandates that

> …income from interest and other revenues derived from the school land shall be exclusively applied to…support the maintenance of common schools in each school district and the purchase of suitable libraries and apparatus therefore...

The Wisconsin Board of Commissioners of Public Land manages the Trust Lands, which provide revenue through sustainable timber management and are used for hunting, fishing, trapping, protection of water quality and biological diversity, aesthetics and outdoor recreation. (Source: Statutes Relating to the Common School Fund, http://dpi.wi.gov/imt/csfstatutes.html)

2. In April of each year, the Wisconsin Board of Commissioners of Public Lands forwards the available earnings of the Fund to the Wisconsin Department of Public Instruction (DPI), which then re-distributes the earnings as library aid to all public K-12 school districts in the state. The allocation which each school district receives is based upon the number of children aged 4 through 20 living in that district.

3. The aid is sent to school districts by May 1 of each year. Each district must spend its total Library Aid allocation for appropriate library materials by June 30 of that same year. These materials include books, newspapers, periodicals, other media resources, and to a limited extent, computers. (Source: Wisconsin's Common School Fund, http://dpi.wi.gov/imt/csf_expl.html).

4. In the 2009-2010, MPS schools received a total of $3,938,568 from the Common School Fund.

Statute, Administrative Policy or Board Rules Statement

5. This item aligns to Board Governance Policy BG 1.02(2), High-Performing Schools and Classrooms:

Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development.

Goal 4: School staffs are accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Goal 5: School staffs are supportive and responsive to students and families.

Fiscal Impact Statement

6. The change proposed by the resolution would not alter the amount of funding that a district would be eligible to receive from the Common School Fund. The change proposed by the resolution would provide a new source of funding to support staffing of library media specialists.

Implementation and Assessment Plan

7. Upon the Board's approval of this item, the MPS Office of Intergovernmental Relations will communicate the district's support for allowing school districts the flexibility to use Common School Fund revenues to support certified library media specialists and will work to support passage of related legislation.

Committee's Recommendation

Your Committee recommends that the Board:

1. Adopt Resolution 1011R-011; and

2. authorize the Board's delegate to the Wisconsin Association of School Boards, on behalf of the Milwaukee Board of School Directors, to submit the following proposal to the 2011 WASB Delegate Assembly (due by September 15, 2010):

_____Proposal for the 2011 Delegate Assembly _____

Subject: Lobby the State of Wisconsin for the Ability to Use Revenue from the Common School Fund to Support Certified School Librarians

Submitted by: The Milwaukee Board of School Directors

Resolution: To lobby the State of Wisconsin to allow school districts the discretion to use up to 50% of the proceeds of the Common School Fund to fund certified school librarians

Rationale: In the Information Age, the ability to access, use, and evaluate information competently is an essential skill which children need to have to succeed. While school libraries are the means by which students can access information, learning tools, and entertainment, they can serve little purpose without a qualified professional to help students gain such access. When staffed with qualified professionals, school libraries become sophisticated 21st-century learning centers that offer a variety of opportunities to ensure student achievement.

The State of Wisconsin established the Common School Fund to be distributed to school districts, based on enrollment, to purchase library materials. Wisconsin Statue 43.70(3) provides that money received by school districts from the Common School Fund is to be used to purchase only library materials, including books, audiovisual material, and items from the Wisconsin Historical Society. The Common School Fund, however, was established by the Constitution of the State of Wisconsin at a time when the Founders could not envision the vast array of services provided by school libraries in modern times.

A mere 25 percent of the proceeds from the Common School Fund can be used to purchase computers and related software, and then only when the person that supervises their use is a certified media specialist. The Statutes, however, state that the funds may be used only for materials, which means that the hiring of a certified librarian is not an eligible expenditure of Common School Fund proceeds.

Certified school librarians act as instructors by helping students become information-literate and by giving teachers planning breaks; as collaborators by working with teachers to plan, instruct, and evaluate student learning; and as innovators by integrating new technology into the learning process. Because certified school librarians work with everyone in the school (students, teachers, and administrators), they are in a unique position to offer insight into student achievement and can help to ensure that all students and staff are effective users of information and ideas.

Nineteen independent studies of school districts nationwide have consistently shown that schools that have well-crafted library programs with certified librarians at the helm see double-digit increases in standardized test scores, higher ACT scores, increases in reading enjoyment scores, and improved writing skills than do schools who do not have library programs run by certified professionals. Students in a 2006 study of Wisconsin school library programs said that they saw the librarian as another teacher who taught information, technology, and communication skills that are not skills covered in the classroom. The same Wisconsin study showed that schools with a highly visible certified librarian saw their libraries become the hubs of the schools, with library services contributing significantly to curriculum and instruction.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Resolution 1011R-010 by Director Falk to Lobby the State to Change the Open-Enrollment and School-Choice Laws to Forbid School Districts from Rejecting Applications Because of Students' Abilities or Economic Status

Background

At its meeting on July 29, 2010, the Board referred Resolution 1011R-010 by Director Falk to the Committee on Legislation, Rules and Policies:

WHEREAS, Milwaukee Public Schools is committed to providing a variety in educational options for all of the district's students; and

WHEREAS, Since the implementation of the Chapter 220 Program in 1976, the Milwaukee Public Schools has participated in this school-integration program; and

WHEREAS, This program provides opportunities for students in MPS to attend public schools in surrounding suburbs in Milwaukee County and for suburban students to attend MPS schools; and

WHEREAS, Opportunities for MPS students are further increased through Wisconsin's full-time inter-district public school open-enrollment program, which allows parents to apply for their children to attend school in school districts other than those in which they reside *[Wis. Stats. § 118.51];* and

WHEREAS, Outside of the internal procedures for participation, within the open- enrollment program, the nonresident school district may deny an application for reasons specified in statute, which include cases in which:

- the special education or related services required by the student's individualized education program (IEP) are not available in the non-resident school district or there is no space in the special education or related services required by the student's IEP [Wis. Stats. § 118.51(5)(a)4.]; or
- the student has been referred for a special education evaluation, but has not been evaluated *[Wis. Stats. §118.51(5)(a)6.]*; and

WHEREAS, Private schools in the voucher programs are not required to enroll special education students and provide the services needed to ensure a well-rounded quality education for this category of students; and

WHEREAS, With the ability to not accept applications of students with special needs, private schools are serving very low populations of students requiring special educational services and many times are redirecting students back to the public schools; and

WHEREAS, No school district — suburban, urban, private or public should be able to reject an application based on a student's educational need or economic status; and

WHEREAS, Many of the participating suburban school districts are willing to create classes and hire teachers to accommodate regular students coming from outside of their districts, but the same practice is not evident for students with special needs; and

WHEREAS, All school districts and private entities that receive public funding for education should be equipped to serve all students, regardless of their abilities and economic status; and

WHEREAS, The ability to screen applications for enrollment and to choose only the "good" student goes directly against the valiant efforts of Milwaukee Public School to maximize educational options for all students; and

WHEREAS, Such practices can adversely affect large urban school districts and create an imbalance in student populations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct that lobbying efforts be added to the district's Legislative Agenda to change language in the open-enrollment law and school-choice laws that allow school districts to reject applications based on students' abilities or economic status; and be it

FURTHER RESOLVED, That the Board direct its delegate to the Wisconsin Association of School Boards (WASB) to present this to the organization, codifying the Milwaukee Board of School Directors' support for these efforts; and be it

FURTHER RESOLVED, That these actions commence immediately upon the Board's adoption of this resolution.

Analysis

1. Open Enrollment. Wisconsin's open-enrollment law allows a school district to deny open enrollment if it does not have space in the school, program, class, or grade. If the student needs special education or related services in accordance with an individualized education program (IEP), the school district may deny the application if the special education or related services are not available in the school district or if there is no space in the special education or related services. A school board, however, may not deny a student simply because the student has a disability and may not deny the student based on the category of the student's disability. (Wis. Stats., §§118.13(1) and 118.51(5)(a)4.)

a. Regarding funding for open-enrollment students with disabilities:

(1) The nonresident school district submits a bill directly to the resident school district for the cost of the special education and related services. The amount to be billed is equal to the transfer amount for regular education students, plus any actual, additional, special education costs of educating the student.

(2) The resident school district may deny the open enrollment if the cost of the student's special education and related services in the nonresident school district presents an "undue financial burden" to the resident school district.

d. During the open-enrollment process for the 2010-2011 school year, 8,399 applications were submitted by Milwaukee-resident students for transfers out of MPS. (Please note that, because multiple applications may be submitted by a single student, the 8,399 figure references applications, not actual students). Of those applications, 5,772 were denied by non-resident districts. MPS denied 50 outgoing applications, citing "undue financial burden."

d. Of the outgoing applications, up to 402 were denied admission by non-resident districts for reason related to special education designation:

(1) 284 applications were denied due to lack of special education space;

(2) 47 applications were denied due to lack of space, with students being placed on wait lists;

(3) 20 applications were denied because designated services were not available; and

(4) 51 were denied due to ongoing referrals related to special education evaluations.

2. Milwaukee Parental Choice Program. Although, in the admission process for the Choice program, it may not discriminate against a child with special educational needs, a Choice school, as a private school, is required to offer to students with special needs only those services that it can provide with minor adjustments. Parents should contact the Choice school during the admission process about the services the school is able to provide for their children. DPI encourages parents to ask MPS about the services that MPS provides to children with special needs who are enrolled in the public schools, versus the fewer services that MPS provides children with special needs who are enrolled in private schools. (Source: *Milwaukee Parental Choice Program: Frequently Asked Questions — 2010-11 School Year*, http://www.dpi.state.wi.us/sms/doc/mpcp_faq_2010_01.doc)

Statute, Administrative Policy or Board Rules Statement

3. This item aligns to Board Governance Policy BG 2.01, General Governance Commitment.

Fiscal Impact Statement

4. There is no immediate fiscal impact related to the adoption of this resolution.

Implementation and Assessment Plan

5. Upon approval of this item the MPS Office of Intergovernmental Relations will communicate the district's support for resolution 1011R-010 and will work to support passage of related legislation.

6. Should the Board adopt this resolution, in order to fulfill the direction of the second Resolved — that the Board direct its delegate to the Wisconsin Association of School Boards (WASB) to present this to the organization, codifying the Milwaukee Board of School Directors' support for these efforts — it is recommended that the Board authorize the submission of the following proposal to the 2011 WASB Delegate Assembly (due by September 15, 2010):

Subject: Proposed Change in the Open-Enrollment and School-Choice Laws To Forbid School Districts from Rejecting Applications Because of Students' Abilities or Economic Status

Submitted by: The Milwaukee Board of School Directors

Resolution: To Change in the Open-Enrollment and School-Choice Laws To Forbid School Districts from Rejecting Applications Because of Students' Abilities or Economic Status

Rationale: Educational opportunities for students are increased through Wisconsin's full-time inter-district public school open-enrollment program, which allows parents to apply for their children to attend school in school districts other than those in which they reside [Wis. Stats. § 118.51]. Outside of the internal procedures for participation within the open- enrollment program, however, a nonresident school district may deny an application for reasons specified in statute, which include cases in which:

- the special education or related services required by the student's individualized education program (IEP) are not available in the non-resident school district or there is no space in the special education or related services required by the student's IEP [Wis. Stats. § 118.51(5)(a)4.]; or
- the student has been referred for a special education evaluation, but has not been evaluated [Wis. Stats. §118.51(5)(a)6.].

Many of the participating suburban school districts which are willing to create classes and hire teachers to accommodate regular students coming from outside of their districts are not willing to engage in the same practice for students with special needs.

Furthermore, private schools in the Milwaukee Parental Choice Program are not required to enroll special education students, nor are they required to provide the services needed to ensure a well-rounded quality education for this category of students. The ability which the Choice program has granted to private schools to reject applications of students with special needs has allowed these schools to service very low populations of students requiring special educational services and, many times, to redirect such students back to the public schools.

All educational entities — suburban, urban, private or public — that receive public funding for education should be equipped to serve all students, regardless of their abilities and economic status and should not be able to reject an application based on a student's educational need or economic status. The ability to screen applications for enrollment and to choose only the "good" student goes directly against the valiant efforts of federal, state, and local efforts to maximize educational options for all students. Furthermore, such practices can adversely affect large urban school districts and create an imbalance in student populations.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 1011R-010; and

2. authorize the Board's delegate to the Wisconsin Association of School Boards, on behalf of the Milwaukee Board of School Directors, to submit the following proposal to the 2011 WASB Delegate Assembly (due by September 15, 2010):

_____Proposal for the 2011 Delegate Assembly _____

Subject: Proposed Change in the Open-Enrollment and School-Choice Laws To Forbid School Districts from Rejecting Applications Because of Students' Abilities or Lower Economic Status

Submitted by: The Milwaukee Board of School Directors

Resolution: In order for Wisconsin to comply with both the spirit and the letter of federal laws governing equal access to high-quality education:

1. School districts that accept inter-district student transfers must afford the same opportunities for special education student transfers as they do for regular student transfers. If a school district is willing to create classes or hire teachers to accommodate regular student transfers, it must also do the same for special education student transfers.

2. The state shall provide transportation funding for students at or near the poverty level to attend schools outside their districts, using open enrollment.

3. Private schools participating in the Milwaukee Parental Choice program must accept and provide services for special education students, with additional state funding for the education of these special education students.

Rationale: Educational opportunities for students are increased through Wisconsin's full-time inter-district public school open-enrollment program, which allows parents to apply for their children to attend school in school districts other than those in which they reside [Wis. Stats. §118.51]. Outside of the internal procedures for participation within the open- enrollment program, however, a nonresident school district may deny an application for reasons specified in statute, which include cases in which:

- the special education or related services required by the student's individualized education program (IEP) are not available in the non-resident school district or there is no space in the special education or related services required by the student's IEP [Wis. Stats. §118.51(5)(a)4.]; or

- the student has been referred for a special education evaluation, but has not been evaluated [Wis. Stats. §118.51(5)(a)6.].

Many of the participating suburban school districts which are willing to create classes and hire teachers to accommodate regular students coming from outside of their districts are not willing to engage in the same practice for students with special needs.

Furthermore, private schools in the Milwaukee Parental Choice Program are not required to enroll special education students, nor are they required to provide the services needed to ensure a well-rounded quality education for this category of students. The ability which the Choice program has granted to private schools to reject applications of students with special needs has allowed these schools to service very low populations of students requiring special educational services and, many times, to redirect such students back to the public schools.

All educational entities — suburban, urban, private or public — that receive public funding for education should be equipped to serve all students, regardless of their abilities and economic status and should not be able to reject an application based on a student's educational need or lower economic status. The ability to screen applications for enrollment and to choose only the "good" student goes directly against the valiant efforts of federal, state, and local efforts to maximize educational options for all students. Furthermore, such practices can adversely affect large urban school districts and create an imbalance in student populations.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator participated in MAP (Measure of Academic Progress) screener committee meetings on August 4, 11, and 25. The purpose of the meetings was to plan the implementation of the MAP screener district-wide.

2. The ERSEA Manager participated in a transition meeting at Penfield on August 5. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

3. The Head Start Coordinator participated in Elementary and Secondary Education Act (ESEA) 2010-2011 Consolidated Improvement Plan meetings on August 5. The focus of the meeting was to plan and prepare for the 2010-2011 Department of Public Instruction visit.

4. The Head Start Parent Orientation was held on August 9 and 23. The orientation focused on the expectations and requirements of the Program in accordance to the Head Start Performance Standards.

5. The Head Start Coordinator participated in a Core Health Services meeting held on August 11. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

6. The Head Start Coordinator participated in an Early Reading First Conference planning meeting on August 11. The meeting was held to plan for the upcoming Early Reading First Conference.

7. The Head Start Coordinator and Education Manager participated in training for the MAP on August 12. The training provided an overview of the MAP assessment which the district recently adopted as the district-wide universal screener.

8. The Head Start Coordinator participated in a Houghton Mifflin Harcourt implementation planning meeting on August 13.

9. Head Start teachers and the Education Manager participated in two workshops at the Milwaukee Public Museum on August 16. The workshops focused on culture in the classroom and Project

Learning Tree. Culture in the classroom introduced customs, arts, and creative expressions from around the globe. Project Learning Tree offered hands-on activities integrated with nature exploration, music and movement, literature, assessment opportunities, art, and a snack into over 25 learning experiences.

10. The Head Start Coordinator and managers participated in the 2010 Superintendent's Fall Institute for School Leaders on August 16, 17, and 20.

11. The Head Start Coordinator and Education Manager participated in a meeting with Dr. Margarita Calderon, PhD, Professor Emeritus and Senior Research Scientist at the John Hopkins University's School of Education on August 20. The meeting was held to discuss the early childhood and parental involvement sections of the Comprehensive Literacy Plan.

12. The Head Start Coordinator participated in a grant planning meeting on August 20 with Diane Flanagan from Children's Health Alliance of Wisconsin and additional MPS staff. The meeting was held to discuss a possible grant opportunity for Diane Flanagan to work with Head Start and Early Care Programs during the 2011-2012 school year.

13. The Health Coordinator attended a meeting on August 20 with representatives from the Greater Milwaukee Dental Association. The meeting was held to plan the Head Start Dental Day that will be held on October 2 at Marquette University School of Dentistry.

14. Management meetings were held on August 20 and 27. The meetings focused on program updates, changes, and Policy Council meeting planning.

15. The Milwaukee Board of School Directors participated in a training focusing on Head Start Program Governance facilitated by Mable Jones, The Jones Connection, on August 23.

16. The Head Start Staff participated in "Opening Days" training on August 24 and 25. The training focused on the expectations and goals for the 2010-2011 school year.

Enrollment

17. There were 873 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of August 16.

18. There were 50 students enrolled in the Milwaukee Public Schools Head Start Program for the Expansion Program for the 2010-2011 school year as of August 16.

* * * * *

(Item 2) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Michael Bonds

- Ideas for moving forward in the 2010-11 school year are being discussed.
- Co-Executive Director Sue Apps attended an informational luncheon about the ReServe program based in New York City that is considering establishment of an affiliate in Milwaukee. The program strengthens communities by matching individuals who have finished their primary careers with part-time work assignments that draw on their skills, experience, and passions.
- The Family Literacy & Tutoring Coordinator has been participating in meetings regarding the ESEA Consolidated Plan.
- An inquiry from an Americorps volunteer at the PTA was received and responded to regarding family and community partnerships.
- UWM conducted the Professional Development Academy on June 21-25, 2010, through the Teachers for a New Era project. In this innovative, one-week institute, teachers explored the powerful connections between content knowledge and pedagogy in five disciplinary areas —

English/language arts, mathematics, science, social science, and the arts — with the goal of improving teaching and learning. Course content is aligned with the MPS Characteristics of a High Performing Urban Classroom. This Professional Development Academy is designed to support induction-level elementary and secondary teachers and to build the leadership capacity of experienced teachers. A number of scholarships were given to qualified applicants. Courses were offered for graduate or undergraduate credit, and there was a non-credit option for those using the courses to meet the requirements of their Professional Development Plans (PDP).

- The Teacher & Principal Quality Work Group has continued its work on the handbook regarding cooperating teachers and placement of student teachers.
- Comprehensive Mathematics Work Group Update:
  - The 2nd Annual Principal and Math Teacher Leader Retreat was held on June 28-29, 2010. The MMP provided principals and math teacher leaders the opportunity to reflect and share their successes and challenges as they planned for next year using the MMP Learning Team Continuum.
  - The Math Fellows Program has continued through the summer. The goal of this program is to increase the mathematics content knowledge of teachers in grades 5 through 8 in the City of Milwaukee.
  - The Math Alliance Project continued its activities this summer. Summer sessions focused on multiplication, division algorithms, fraction concepts and comparisons, reasoning about fractions, multiplying and dividing fractions, reasoning with rational numbers, and word problems. This "Alliance for Teaching Mathematics to Special Education Learners" aims to strengthen the content knowledge and collaboration of special education and regular education teachers of mathematics in grades 4-9.
  - Math professional development took place over the summer. Course offerings included:
    - Making Sense of Statistical Studies
    - School Leadership in Math
    - Teaching Fraction Concepts
    - Algebraic Relationships and Reasoning
    - Number and Computation: Multiplication and Division
- NEA Foundation Grant Update:
  - The NEA Steering Team met the new MPS Superintendent, Gregory Thornton, and Chief Academic Officer, Heidi Ramirez, to discuss the final year of the grant.
  - Meetings are taking place with new MPS staff concerning how to proceed with the DIFI high schools involved in the grant.
  - Dr. Christine Anderson, the principal investigator of the grant, met with the new principal at Sherman School.
  - Two NEA Focus Schools, LaFollette and Green Bay Avenue, participated in the Milwaukee Summer Reading Project. Dr. Anderson attended the Project Celebration at Discovery World.
  - The Action Research Fellows have begun planning for the April Action Research Conference.
  - Curriculum generalists were provided with information on grant opportunities for this school year at a meeting held with them on August 25.
  - Teachers at NEA Focus Schools are being offered $100 stipends for materials needed to open up their classrooms.

- Final planning is in progress for the September 11 Professional Development Day for the NEA Focus Schools.
- The NEA Foundation Grant to Close the Achievement Gaps cross-site convening is scheduled for October 6 through October 8 in Washington, DC.
- The work of the NEA Focus Schools — Lessons Learned was presented at the Women & Minorities National Conference in New Orleans on June 29 and 30. Presenters included Christine Anderson, Janie Hatton, Linda Post, and Bama Brown-Grice.
- Dr. Anderson participated on a panel for the opening of the NEA Foundation Annual Convention on June 30. The panel reacted to Tony Wagner's book, *The Global Achievement Gap*.

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(Item 3) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

- August 3, 2010

  District Advisory Council Executive Committee — Parent Orientation and Training Conference Planning Meeting

  During the month of July, DAC Executive members were selected to plan the Parent Orientation and Training Conference. Many of the members met on August 3, 2010, to plan for the event. Two of the DAC Executive Committee members and two MPS staff were present.

- August 5, 2010

  District Advisory Council Executive Committee Meeting with Dr. Thornton

  The District Advisory Council Executive Committee meets with the Superintendent on a monthly basis. This meeting keeps the Superintendent informed on the activities, goals, and vision of the DAC. This particular meeting provided clarity on the department's responsibilities for supporting the DAC and the discussion of future meetings with the Superintendent. There were five DAC members and five MPS staff.

- August 12, 2010

  District Advisory Council Executive Committee — Central Services

  During the month of August, the Committee went over the agenda items, which included an informational session on *Robert's Rules of Order* and information for the Parent Orientation and Training Conference (District Annual Parent Meeting). Members were given their sub-committee assignments, and finally, the meeting ended with a discussion on the FY10-11 budget amount. There were five committee member, two MPS staff, and one PTA representative present.

- August 19, 2010

  District Advisory Council Executive Committee — Parent Orientation and Training Conference Planning Meeting

  This report was submitted prior to this date; however, the DAC will meet to plan for the Parent Orientation and Training Conference that is scheduled to take place on October 16, 2010.

The District Advisory Council Executive Committee meets on the second Thursday of every month and extends an invitation to the MPS Board of Directors to attend the meetings.

* * * * *

(Item 4) Report of the Board's Delegate to the Cooperative Educational Service Agency #1 (CESA #1)

Submitted by Director Spence

1. Highlights of the Meeting of the Board of Control —Tuesday, May 25, 2010

   The following officers of the Board of Control were elected for the 2010-2011 School Year:

   - President.....Gabe Kolesari
   - Vice President .....Kathy Rutter
   - Treasurer .....Don Harris
   - Tim Gavigan will serve as the Board of Control's Secretary

2. Highlights of the Meeting of the Board of Control — August 17, 2010

   a. The Board received information regarding the following:

      - Agency Office
      - Institute Overview
      - Next Generation Learning Lab Network
      - Racine District Membership on the Board

   b. The Executive Director presented reports from the following departments:

      - Center for Education Innovation and Regional Economic Development
      - Special Education
      - Learning and Communications Technology
      - Central Services

   c. The Board discussed the following topics for action:

      - The Bergum Believe & Succeed Scholarship
      - 2010-2011 Budget Proposal
      - Changes to the 2010-2011 Student and Staff Handbook and Manual
      - Future Meeting Date
      - Personnel Action Report — update on changes in personnel
      - Service Contracts — update on contracts with clients
      - Grant Approval — update on grant awards

3. Members of the CESA #l Board of Control

Gabe Kolesari, President	Kathy Rutter, Vice President	Don Harris, Treasurer
Don Almquist	Carey Gremminger	Pat Kerhin
Sharon Muehlfeld	Robert Perry	Lester Spies
Al Zietlow	Tim Gavigan, CESA #I Executive Director	

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President for July and August 2010

Following is a summary of the activities in which the President has engaged during the months of July and August 2010.

1. The President has met with Superintendent Thornton on numerous occasions regarding MPS issues.
2. The President attended a reception for MPS students at ceremony for the Summer Reading Program at the War Memorial.
3. The President attended the Boeing Conference with Director Miller, Dr. Thornton, and Central Service staff regarding the i3 funding requirement. The District received nearly $5 million in funding in partnership with the Milwaukee Boys Club for reading purposes.
4. The President attended "I have a Dream" program reception at Legacy Bank.
5. The President met with several people on several occasions regarding potential charter school partnerships with MPS.
6. The President met with representatives from the Milwaukee Partnership Academy (MPA) to determine the future of the MPA.
7. The President has met with several individual members of the Milwaukee Board of School Directors on MPS issues.
8. The President has attended several community meetings at Parklawn Church regarding the recent flood in Milwaukee to talk about assistance that MPS might be able to provide to students of MPS whose families were negatively impacted by the flood.
9. Dr. Thornton and the President met with Congresswoman Gwen Moore and her staff to discuss issues related to MPS.
10. The President met with Marcus White of the Milwaukee Foundation (Marcus White) to discuss MPS issues.
11. The President attended a Head Start training at the MPS Central Office.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 1011C-003 from Thomas K. Phillipson Requesting a Hearing on Proposed School Reforms

Thomas K. Phillipson
2803 West Cherry Street
Milwaukee, WI 53208
414-[redacted]

August 22, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs;

I request a public hearing by the appropriate committee of the School Board on items to be included in the MPS legislative program. The last session of the legislature passed a weak bill to reform MPS. Many legislators voted against the bill because they felt that it was too weak. It is reasonable to expect that several bills to reform MPS will be introduced in the next legislative session.

Last year an ill conceived bill was proposed to strip the MPS Board of the power to choose the next superintendent. The voters of Milwaukee strongly opposed this *"Mayoral Takeover."* But in our opposition we largely missed the chance to be active in making reform. I am circulating a draft of a list of proposed change to state law. This list will be circulated among candidates in the fall elections.

A public hearing by a committee of the MPS Board will move the discussion forward.

Sincerely yours,

Thomas K. Phillipson

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(Item B) Communication 1011C-004 from Elizabeth Gonzalez Requesting a Hearing on the Quality of MPS Schools

Elizabeth Gonzalez
1151 West Windlake Ave.
Milwaukee, Wi 53215

August 23, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, WI 53208

Dear Sirs;

I request a public hearing with an appropriate committee of the Milwaukee School Board. My husband and I have high expectations for our six children. Last school year all six were enrolled in the Milwaukee Public Schools. By September 15th I expect that all our children will be in non MPS schools. I think that one of the causes of the decline in enrollment in MPS is that families with high expectations are taking their children out of MPS. I cannot speak for any family but mine. But I hope my reasons for leaving may provide some ideas for you as you try to save public education in Milwaukee.

Sincerely yours,

Ms Elizabeth Gonzalez

* * * * *

Vice President Blewett in the Chair.

RESOLUTIONS

In accordance with notice previously given, Director Bonds moved to suspend Board Rule 1.10(1) — which requires that resolutions be referred without action to a committee for consideration and report to the Board — and to take immediate action on Resolution 1011R-015.

The motion to suspend prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Voeltner, Woodward and Vice President Blewett—6.

Noes—None.

Abstaining from voting—Director Thompson—1.

Resolution 1011R-015

by Directors Bonds, Miller, and Woodward

WHEREAS, A core belief of Milwaukee Public Schools is that community partnerships add value; and

WHEREAS, Goal 5 of the *Working Together, Achieving More Action Plan for Milwaukee Public Schools* is that "School staffs are supportive and responsive to students and families"; and

WHEREAS, On July 22, 2010, the City of Milwaukee and surrounding suburbs experienced torrential rains that resulted in six to eight inches of rain within a two-hour period at a time when residents in certain areas of the City were beginning to recover from flooding that occurred just one week earlier; and

WHEREAS, The severity of the flooding left roughly 2,000 Milwaukee residents with sewer backups, caused power outages to an estimated 32,000 homes, collapsed basement walls of at least 50 houses, and left countless citizens homeless due to the level of destruction to their dwellings; and

WHEREAS, The storms resulted in approximately $37 million in damage and prompted Governor Jim Doyle to declare a state of emergency for Milwaukee and the surrounding area and to seek federal disaster relief; and

WHEREAS, The relationship between Milwaukee Public Schools and the surrounding community speaks to the larger social network, in which, when one part of the community is facing disaster, other community stakeholders need to offer assistance in order to bring about recovery; and

WHEREAS, It is essential that MPS do its part to create an environment in which students experience as little interruption to their education as possible, and it is recognized that, in times of disaster, this effort should be extended to the entire family of the student; and

WHEREAS, MPS has many surplus facilities that could be used to offer relief to the community in emergency situation such as the recent flooding; and

WHEREAS, MPS offers certain programs to our students, such as free meals at our meal sites and assistance to homeless students, that could be extended to school families or the community at-large in times of disaster; now, therefore, be it

RESOLVED, That the Board direct the Administration to immediately determine criteria under which a student is to be declared a victim of the July 2010 flooding incident; and be it

FURTHER RESOLVED, That in order to help Milwaukee recover from the recent flooding disaster, the Board waive all student fees for the 2010-11 school year for students who are determined to have been impacted by the flooding disaster, using $100,000 in funding from prepaid debt service or surplus funding to reimburse schools for the student fees waived; and be it

FURTHER RESOLVED, That, the schools attended by students who receive fee waivers shall be reimbursed for the loss of these fees through the surplus (or other discretionary) fund; and be it

FURTHER RESOLVED, That the Board direct the Administration to study the legal, financial, and liability ramifications of creating a program in which MPS extends its facilities and services to families of students and/or the community at large in times of city-wide disaster or emergency; and be it

FURTHER RESOLVED, That such a program should encompass partnerships with community-based organizations and government entities to the greatest extent possible; and be it

FURTHER RESOLVED, That this study should include a component to work with agencies to:

1. extend services to homeless students and their families;
2. offer meals to displaced families through district meal sites;
3. obtain funding in order to donate basic school supplies (paper, pens, backpacks, etc.) for distribution to MPS students who are impacted on by a disaster;
4. act as a fiscal agent in order to receive and distribute monetary donations;
5. coordinate the receipt and distribution of donations of tangible items such as furnaces, laundry equipment, furniture, and clothing; and
6. offer fee waivers for organizations seeking use of MPS facilities for fundraising events to benefit individuals affected by the disaster;
7. offer credits to students who participate in a 6 week work study program with WWBIG (Wisconsin Women's Business Initiative), that allows students to obtain community service hours for working on cleanup and restoration projects of homes impacted by the disaster;
8. offer our surplus or vacant facilities for use as temporary shelters for homeless residents;

and be it

FURTHER RESOLVED, That the Board direct the Administration to report its findings to the Board no later than the November 2010 Board cycle.

Director Bonds moved to approve Resolution 1011R-015, striking sections four and five in the fifth Further Resolved, and substituting the Workforce Investment Board for the WWBIG (Wisconsin Women's Business Initiative, in the seventh section.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Thompson, Woodward and Vice President Blewett—6.

Noes—None.

Voting "present"—Director Voeltner—1.

President Bonds resumed the Chair.

* * * * *

Resolution 1011R-016

by Director Woodward

WHEREAS, Goal 2 of the *Working Together, Achieving More Action Plan for Milwaukee Public Schools* is "School communities work together for improvement in academic achievement"; and

WHEREAS, The Milwaukee Public Schools families and community partners must work together to meet the needs of Milwaukee's children through fiscally responsible strategies; and

WHEREAS, During the development of the Neighborhood Schools Initiative, parents and citizens repeatedly expressed concerns about busing; and

WHEREAS, Children attending their neighborhood schools decreases district costs for busing and foster parental involvement due to the reduction in cross-town travel needed to participate in school functions; and

WHEREAS, The Milwaukee Public School District recognizes parental involvement as a key component in education children; and

WHEREAS, In the 2006-07 School Year, the District spent over 57 million dollars on the transportation of MPS students; and

WHEREAS, At a time when the District is experiencing a significant decline in student enrollment and struggling to keep quality programs in the schools as well as maintain a fiscally responsible budget, busing must be reduced; now, therefore, be it

RESOLVED, That the Administration establish a plan to cut 4 million dollars from busing costs; and be it

FURTHER RESOLVED, That, in order to codify our belief of "the classroom is the most important place in the district", the savings be used to put more teachers and assistants back in the classroom; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for approval by the December Board meeting cycle.

Referred to the Committee on Accountability, Finance, and Personnel.

Resolution 1011R-017

by Director Woodward

WHEREAS, The *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools*, states as a core belief that "leadership and accountability are keys to our success"; and

WHEREAS, The Milwaukee Board of School Directors remains committed to maintaining proper oversight of the District and to ensuring accountability to the students, parents, taxpayers, and citizens of Milwaukee; and

WHEREAS, Members of the public are expressing an increasing desire to see more accountability and transparency in the way in which publicly funded entities operate; and

WHEREAS, In FY10, MPS hired over 170 consultants who were paid over $1,000 each and, of these, roughly 43 were paid between $10,000 and $50,000, seven were paid between $50,000 and $100,000, and eight were paid over $100,000; and

WHEREAS, With the FY11 budget, over 400 MPS educators were laid off, many of whom are highly qualified educators; and

WHEREAS, Goal 3 of the *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states that leaders and staff will demonstrate continuous improvement though focused professional development; and

WHEREAS, The ongoing professional development offered to educators through MPS can enable less-qualified teachers to attain the status of "highly qualified"; and

WHEREAS, MPS also offers tuition-reimbursement opportunities for instructors to continue their formal educations, which will also increase the number of highly qualified teachers; and

WHEREAS, With all the potential for our own teachers to be considered highly qualified, MPS should strive to tap into the skills, knowledge, and resources of our own staff, rather than spend money on outside contractors to offer educational expertise; and

WHEREAS, The best ideas often come from within, rather than from consultants who are far removed from the day-to-day operations of the district; and

WHEREAS, Relying on teachers as the primary-source educational expertise would add an additional layer of accountability; and

WHEREAS, Consultants leave once the project is complete, while teachers are permanent staff who have a stake in the outcome of their work; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby place a moratorium on contracting for outside educational consulting services; and, be it

FURTHER RESOLVED, That this moratorium remain in effect for one year, with a report on the savings be presented to the Board at the end of that period.

Referred to the Committee on Accountability, Finance, and Personnel.

The Board adjourned at 8:08 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 26, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 8:15 PM.

Present—Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward, and President Bonds—7.

Absent and excused—Directors Petersons and Spence—2.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

August 25, 2010

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 7:30 p.m. (or immediately following the regular August Board meeting, scheduled to begin at 6:30 p.m.) on Thursday, August 26, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of discussing the direction of the Board's continuing collaboration with the Superintendent of Schools.

LYNNE A. SOBCZAK
Board Clerk

In accordance with the provisions of the Board's contract with Dr. Thornton, the Board and the Superintendent discussed the direction of their continuing collaboration.

The Board adjourned at 8:40 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 15, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:30 PM.

Present—Directors Blewett (6:50 PM), Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—8.

Absent and excused—Director Voeltner—1.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

September 14, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. on Wednesday, September 15, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, Local 1616, and Local 1616-888J (Part-time Recreation Employees).

Pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

The Board may reconvene in open session to take action on matters considered in executive session; otherwise, the Board will adjourn from executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 6:37 PM.

The Board adjourned from executive session at 7:56 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 23, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 5:07 PM.

Present—Directors Blewett (5:15 PM), Falk, Spence, Thompson, Voeltner and President Bonds—6.

Absent and excused—Directors Miller, Petersons and Woodward—3.

The Assistant Board Clerk read the following call of the meeting:

September 22, 2010

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 5:00 p.m. on Thursday, September 23, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive, to consider, and to take action on various Reports of the Independent Hearing Officers of the Board of School Directors (student expulsion reports).

The Board, pursuant to Wisconsin Statutes, Section 19.85(1)(f), may retire to executive session for the purpose of considering disciplinary data of specific persons, and may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

Because more than 30 days will have had passed between the regular August and September 2010 Board meetings, the Assistant Board Clerk presented the three reports of the Independent Hearing Officers of the Board of School Directors for August 26, 2010, to the Board for its consideration and determination.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(f), for the purpose of considering disciplinary data of specific persons.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Spence, Thompson, Voeltner and President Bonds—5.

Noes—None.

The Board retired to executive session at 5:11 PM.

The Board reconvened in open session at 5:20 PM.

Director Spence moved to accept the reports of the Independent Hearing Officers for August 26, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Spence, Thompson, Voeltner and President Bonds—6.

Noes—None.

The Board adjourned at 5:23 PM

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 30, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (7:00 PM), Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—8.

Absent and excused—Director Voeltner—1.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

KEITH A. BARTON
Mitchell K-8 School, Physical Education Specialist

Keith Barton, the physical education specialist at Mitchell K-8 School, has served as an outstanding example of excellence in education throughout his 14-year career with MPS. Not only does Keith bring a well-rounded and organized physical education program to Mitchell's students in kindergarten through eighth grade during the school day, he also offers his time after the traditional school day has concluded. His dedication to the youth of MPS has truly brought out the best in his students during and after school.

As Mitchell's sports coordinator, Keith attends meetings for MPS throughout the year and assists in the organization of the sports programs offered at Mitchell School. He currently coaches the Mitchell flag football team in the fall and softball team in the spring. Keith dedicates his time to facilitate daily practices during seven weeks in each season, which also includes Saturday game days. Keith's encouragement and demeanor inspires the athletes to work to their potential and to understand that success doesn't always mean winning.

Between coaching athletics, Keith acts as the wellness coordinator for the Community Learning Center (CLC) Enhanced Wellness Program at Mitchell. During this four-month program, Keith organizes and facilitates an advanced physical activity and nutrition-education program for a core group of 45 students. These students voluntarily enroll to participate in this after-school program which meets up to four days per week. Keith organizes a variety of fitness activities which keeps the students active and engaged while being productive in the afterschool hours.

This past summer, Keith organized the flag football program for the City of Milwaukee in the 2010 US Youth Games. He held two tryouts throughout the spring and recruited players to compete for Team Milwaukee. He held practices up to four times per week once school concluded for the summer. During the four-day event, Keith supervised and coached his team during their stay at the Tommy Thompson Youth Center, tournament competitions, and opening/closing ceremonies. Keith really made this event a special experience for this players and families.

Keith also wrote and won a $10,000 grant from Badger Mutual Insurance Company to work with Mitchell's most at-risk students. As a result, Badger won the Outstanding Corporation/Business Sponsor Award for the city's Crime Prevention/Community Service Program presented by the Milwaukee Police Department.

Keith holds an associate degree from Suffolk Community College, a bachelor's degree in education from the State University of New York at Cortland, a master's degree in pedagogy from the University of Wisconsin-La Crosse, and a master's degree in administrative leadership from the University of Wisconsin-Milwaukee.

Keith was inspired to go into education by his father, who was a social worker in New York City, and later superintendents of schools in Smithtown, N.Y. Keith's career with MPS brought him many rewards beyond a paycheck: working with disadvantaged youth; watching children who participated in Mitchell's after-school sports program succeed academically and become socially responsible adults; and positive health and wellness changes that his students made as a result of Mitchell's after-school wellness changes. Keith also values the visits he has had from former students wanting to thank him for motivating, supporting, and encouraging them.

Overall, Keith Barton is a great role model for his students, and his dedication to their future has been obvious through his numerous commitments. Keith believes in the value of physical education, and he and his students maintain a level of mutual respect which enhances the benefits of his programs. Students may develop their fitness skills during Keith's classes or programs, but they also take with them important life lessons.

The Milwaukee Board of School Directors and the entire school community recognize Keith A. Barton for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

The Milwaukee Board of School Directors and the entire school community recognize Keith A. Barton for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Other Awards and Commendations

STUDENTS

Jaime Gonzales, a sophomore at South Division High School, received a Gold Medal at the Family, Career and Community Leaders of America National Leadership Conference held in Chicago, Illinois, during the summer. The Family, Career and Community Leaders of America is a student-involved organization that promotes leadership development, helps students prepare for the future, and initiates involvement with families and the community. Students participated in activities regarding youth issues through workshops, exhibits, and competitions.

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SCHOOLS

2010-2011 Wisconsin Schools of Recognition Award

We are indeed happy to announce that 16 MPS schools have been selected as Wisconsin Schools of Recognition. In order to be selected, a school must be either a Title I or Title I-eligible school; be in the top quartile of the state poverty rates, as identified by free/reduced lunch percentages; have above-average student academic performance scores on the WKCE in reading and mathematics when compared with schools of similar size, grade configuration, poverty level, and district size; and have met adequate yearly progress (AYP) indicators for the last two consecutive year.

Congratulations to these 16 schools and their principal/school leaders!

Academy of Accelerated Learning..... Susan Miller, Principal
Alcott Elementary School ..... Patricia Cifax, Principal
Clement Avenue Elementary School ..... April Swick, Principal
Curtin Elementary School ..... Virginia Cullen, Principal
Elm Creative Arts Elementary School ..... Ruth Maegli, Principal
Garden Homes Montessori School..... Carrie Driver-Johnson, School Leader
Garland Elementary School ..... Manuela Soto, Principal
Hawley Environmental School..... Glen Stavens, Principal
IDEAL School..... Deborra Huyck, Teacher-Leader
Rufus King IB High School ..... Marie Newby-Randle, Principal
Lowell Elementary School..... Susan Stoner, Principal
Milwaukee French Immersion School ..... Virginia McFadden, Principal
Milwaukee School of Languages ..... Jennifer Smith, Principal
Milwaukee Spanish Immersion School..... Yvette Martel, Principal
Morgandale Elementary School..... Barbara Luepke, Principal
Whitman Elementary School ..... Patricia Cifax, Principal

Each principal/school leader will participate in a recognition ceremony at the State Capitol; receive $2,000 for school-related purposes, a commemorative plaque, and an award logo that can be used on school materials; and have the opportunity to compete for a $250,000 Wisconsin Schools of Recognition grant. Teachers in these schools are also eligible to compete for the Wisconsin Schools of Recognition Teacher Fellowship Program. Congratulations once again to the staff, students, and school communities for each of these MPS schools!

STAFF

M. Kathleen Murphy, DNP, RN, FNP-BC, Health Services Coordinator for Milwaukee Public Schools, has been selected as one of WNA's *Faces of Nursing* for the 2010 Wisconsin Nurses Association/Wisconsin Student Nurses Association Annual Meeting and Conference. In recognition of this honor, her photo will appear in the 2010 Annual Convention Program. Also, her picture and nomination will also be on display at the 2010 WNA Recognition Awards Dinner on Friday evening, October 8.

The 100th Anniversary Planning Committee will acknowledge all of WNA's *Faces of Nursing* at the Awards Dinner. The Anniversary Celebration Project acknowledges members' accomplishments and contributions to the profession and the association over the past 100 years. Ms. Murphy's work in MPS figured prominently in her nomination.

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Roxie Hentz, Department of Human Resources, has been awarded a Distinguished Fulbright Award in Teaching grant to conduct research in South Africa. She is one of approximately 19 U. S. Citizens who will travel abroad through the Distinguished Fulbright Awards in Teaching Program in 2010-11.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 26, 2010, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Report on the Status of Flood Damage

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Forty-seven Milwaukee Public Schools sites were affected by the heavy rains of July 22, 2010, when Milwaukee received about seven inches of rain within two hours. The schools are:

Barton Elementary School
Bradley Technology and Trade School
Brown Street Elementary School
Bryant Elementary School
Burroughs Middle School
Carver Academy
Cass Street Elementary School
Clarke Street Elementary School
Clement Avenue Elementary School
Congress Extended Year-Round School
Custer High School
Douglas Academy
Eighty-First Street School
Elm Creative Arts School
Fifty-Third Street School
Fratney Elementary School
Grantosa Drive Elementary School
Juneau Complex
Keefe Avenue Elementary School
King High School
Kluge Elementary School
LaFollette Elementary School
Lancaster Elementary School
Lincoln Avenue Elementary School
MacDowell Montessori School
Madison Academic Campus
Maple Tree School
Marshall High School
Milwaukee School of Languages
Milwaukee Sign Language
Mitchell Elementary School
Morgandale School
Neeskara Elementary School
North 76th Street School
Pierce Elementary School
Riverside High School
Roosevelt Middle School
Sarah Scott Middle School
South Division High School
Starms Early Childhood Center
Story K-8 School
Thurston Woods Campus
Townsend Street School
Vieau School
Vincent High School
Washington High School
Wedgewood Park International School

Of the 47 sites that were affected, seven sites sustained significant damage that required more extensive clean-up and restoration efforts. These sites were Riverside High School, Lancaster Elementary School, Milwaukee School of Languages, Clarke Street Elementary School, Custer High School, Congress Elementary School, and Vincent High School.

The July estimate for flood clean-up and restoration effort was $6.2 million. MPS is working closely with representatives of the Federal Emergency Management Agency (FEMA) to document costs and to examine potential mitigation projects at Riverside High School and Milwaukee School of Languages.

The current estimate for restoration activities is $6.4 million, with $955,072 in costs actually incurred to-date. The district also has received a $1.5 million advance from an insurer.

All of the affected schools started the school year on time. With the exception of Riverside High School, all sites were cleaned and restored to pre-flood condition. At Riverside High School, the work was separated into two phases:

- Phase One focused on clean-up and getting the space ready for the start of school. Facilities and Maintenance Services personnel worked closely with the principal and his staff to prepare and equip the classrooms with items such as desks, storage, and supplies.
- Phase Two will focus on restoring the space to its original condition, with finished flooring, built-in casework, sinks, and supporting amenities for art rooms; equipment and materials for the Project-Lead-the-Way labs, and similar. We are identifying the scope of work, preparing cost estimates, and developing a work schedule.

The district executed emergency contracts with vendors and for purposes described below.

PAUL DAVIS RESTORATION

Paul Davis is a restoration contractor specializing in large losses. Paul Davis was contracted to assist in the clean-up, abatement, and restoration of Riverside, Clarke Street, and Lancaster. In addition Paul Davis provided equipment to assist in the assessment and mitigation of damages at various schools.

To date, Paul Davis's actual costs are as follows:

Clarke Street	$ 69,965
Riverside	$ 158,143
Lancaster	$ 188,835
Total	$ 416,944

Paul Davis's estimated actual costs for the completed project is as follows:

Clarke Street	$ 65,000
Riverside	$ 135,000
Lancaster	$ 390,000
Total	$ 590,000

DEMCO

DEMCO is a library-and-school-supply vendor currently approved by MPS as a vendor for furniture, fixtures, and equipment. MPS contracted with DEMCO with respect to this loss to assist in the replacement and cataloging of contents lost in the flood, including, but not limited to, furniture, fixtures, equipment, supplies, some technology, and any other items identified by MPS.

To date, costs are only estimated, and expenditures are only authorized on an as-needed basis. Upon completion of the project, DEMCO will create a summary, by school and by room, of all items purchased and will issue invoices based upon the summary.

To date, MPS has executed an initial contract authorizing expenditures for Phase I at Riverside in an amount not to exceed $500,000. In addition, by Addendum, MPS has authorized an additional $500,000 in expenditures for Phase II at Riverside and for any contents lost at Carver, Clarke Street, Congress, Custer, Franklin, Rufus King, the School Support Center, Story, Townsend, Vieau, and Lady Pitts as a result of the July 22, 2010, flood.

All expenditures made under this contract must be approved by both the school administrator and the Division of Insurance and Benefits Services, based upon actual losses incurred and documented by each school.

SCHMIDT CUSTOM FLOORS, INC.

Schmidt Custom Floors is removing the water-damaged wood floor and replacing it with a new wood gym floor at Riverside High School. Work will be completed by the end of September 2010.

The vendors and expenses discussed in this item have been approved by the District's insurance carrier and are subject to a $50,000 deductible. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires that emergency purchases and contracts must be reported to the Board for ratification during the next Board cycle. The Administration will seek approval for the contracts under Item 1 of the agenda for the Committee on Accountability, Finance, and Personnel.

The next scheduled flooding report will be submitted to the Board in the December Board cycle.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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(Item B) Report on School Food-Service Options

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration believes that, despite the efforts of School Nutrition Services (SNS) to control costs and increase revenue, the current SNS operating model is not sustainable. Projections show a $1.4 million deficit in FY12, increasing to $5.9 million in FY15 if the current model is maintained and assuming 9% annual increase in health benefit costs.

Five-year fiscal projections for a commissary model and the existing structure follow this item.

SNS's efforts to improve service, find efficiencies, and cut costs are significant and continuing.

Fiscal Year	**Operation changes**	**Fiscal impact (year-end balance)**
2001	None	$(1.2 m)
2002	None	$(1.2 m)
2003	None	$(1.35 m)
2004	None, but evaluation of buns made from scratch vs purchased	$(1.75 m)
2005	None, but change in leadership	$(1.77 m)
2006	• Purchased and implemented computerized meal-counting and claiming system • Implemented prime vendor purchasing and closed warehouse • Installed new meals benefit application scanning system • Offered menu with two choices of entrée items at elementary schools • Designed and implemented wellness policy and procedures • Implemented hazard analysis and critical control points (HACCP) • Offered the USDA's Fresh Fruit & Vegetable Snack Program (FFVP) at two schools	$(1.2 m)
2007	• Started district-wide universal free breakfast in the classroom (UFBIC) • Piloted pre-portioned meals at three schools • Offered FFVP at four schools	$.5 m

Fiscal Year	Operation changes	Fiscal impact (year-end balance)
2008	• Expanded UFBIC • Expanded pre-portioned meals to eight schools • Piloted dinner meal service. • Added USDA childcare food program (CCFP) dinner meals to summer program sites • Offered the USDA's FFVP at six schools	$(.38m)
2009	• Offered online system for meal benefit applications; 4,000 applications were completed • Implemented reimbursable meals in vending machines at high schools • Expanded pre-portioned meals to 11 schools • Added USDA CCFP dinner meals at 13 community learning center (CLC) sites • Offered the USDA's FFVP at 10 schools	$1.3 m
2010	• Offered online system for meal benefit applications; 11,000 applications were completed • Expanded the UFBIC to high schools • Added USDA's CCFP dinner meals at 38 CLC sites • Expanded pre-portioned meals to 15 schools • Offered the FFVP at 14 schools	$3.5 m

Despite these efforts, greater efficiencies clearly are needed in the food production and delivery systems if MPS School Nutrition Services is to remain financially self-supporting.

The Administration believes the district has three choices with regard to its food-service operation:

a. maintain the district's employee model, but move to a commissary operation;

b. privatize food service; or

c. adopt a hybrid model that could change the employee structure.

None of these options guarantees that School Nutrition Services will not return to a deficit position. Increases in federal reimbursements for school meals have not kept pace with inflation and are not expected to do so in the coming years.

This report provides some background information on the three options listed above. The commissary option is discussed first, but that should not be read as the Administration's preference. The commissary section of this report also includes a deeper financial analysis than do the other sections simply because the district has not had the opportunity to examine the other options as thoroughly. The Administration is issuing a Request for Proposals to get cost estimates for a variety of privatization options. The Administration will report to the Board of School Directors when that financial information is available.

It is important to note that, no matter which option the district ultimately selects, MPS must deal with the issues of aging and obsolete kitchen equipment. The district likely will have to make major capital investments either directly or through terms of a contract with an outside vendor. The RFP may help the Administration and Board of School Directors determine the best way to meet SNS's equipment and facilities needs. The Administration continues to work with the City of Milwaukee to preserve the district's ability to finance capital costs through zero- or no-interest bonds authorized by the American Reinvestment and Recovery Act. The district is not committed to issuance of the bonds.

MPS staff interviewed officials from five other school districts about their food-service operations. The operations are described in the table below. A very brief description of the types of programs the district may consider adopting, along with some pros and cons of each, follows. The Administration continues to research options and cautions that these findings are preliminary and may change.

School District	Type of operation	Employees
Milwaukee	Self-operation	MPS staff
Atlanta	Food Service Management Company (FSMC)	Staff transitioning from Atlanta Public Schools to FSMC through attrition. Both Atlanta Public Schools and FSMC are non-unionized.
Boston	Self-operated with privatized pre-plated (vendor-produced meals prepared off-site) meals at 80 sites and district-produced meals at 68 schools.	Boston Public Schools employees. School board tried to privatize last year, but city (mayor) halted process.
Chicago	FSMC and pre-plated meals; FSMC management only.	All Chicago Public Schools employees. FSMC — 475 schools Pre-plated meals — 175 schools
Detroit	Self-operated since 2008; FSMC 2000-2008.	All Detroit Public Schools employees.
Houston	FSMC runs a district-built commissary.	Management staff is FSMC. Line staff and workers are Houston Unified School District employees. In process of hiring a district food-service administrator to oversee contract with FSMC.
Philadelphia	Self-operated with privatized pre-plated meals at elementary sites and district-produced meals at secondary sites.	All Philadelphia Public Schools employees.
Los Angeles (reviewed business plan)	Hybrid of commissary, pre-plated meals, self- operated production sites. Transitioned to pre-portioned meals for some sites within last two years.	Los Angeles Unified School District employees serve at all sites.

Self-Operation and Building a Commissary

a. MPS staff produce meals for all elementary, charter, and joint-agreement sites at commissary site

b. MPS transports all meals to satellite sites

c. MPS serves meals at all traditional and instrumentality schools

d. MPS maintains existing secondary kitchens as production kitchens.

Strengths of the Model

a. Provides flexibility in designing program elements, allowing it to respond quickly to changing environments, to participate in beneficial initiatives, and to offer menu choices like locally grown fresh produce

b. Allows district to respond to cost and staffing and sustainability issues without having to renegotiate with vendor.

c. Reduces need for equipment at individual sites, thus reducing the need to replace obsolete equipment at those sites.

d. Allows workforce-reduction of 253 positions to occur through attrition, with no or minimal employee layoffs

e. Increases labor efficiencies — more meals per labor hour than in current system, due to centralized production.

f. Allows district to further partnerships with local community organizations such as Hunger Task Force, Milwaukee Center for Independence and Community Learning Centers (CLC) that assist the district with food service issues and programs.

Weaknesses of Model

a. Will result in a projected deficit in 2015

b. Requires an estimated $9.8 million capital outlay to build commissary.

Food Service Management Contractor (FSMC)

a. FSMC staff produce meals for all elementary, charter, and joint-agreement sites at commissary site

b. FSMC staff transport all meals to satellite sites

c. FSMC staff serve meals at all traditional and instrumentality schools.

Strengths of the Model

a. Provides expertise in training, menu development, and marketing

b. Provides management expertise and ability to find further efficiencies

c. Provides potential to reduce labor and benefit costs when compared with commissary model

d. Uses purchasing power with national contracts, thus reducing food costs when compared with commissary model

e. Guarantees prices

f. Allows district to further partnerships with local community organizations such as Hunger Task Force, Milwaukee Center for Independence, and Community Learning Centers (CLC) that assist the district with food service-issues and programs.

Weaknesses of Model

a. Potentially less flexibility in menu changes, local purchasing, and special programming when compared with commissary model

b. More difficult to make mid-year changes in customers when compared with commissary model due to need to negotiate with FSMC.

Self Operation and Contracting with Pre-plated Vendor

a. Vendor produces meals for all elementary, charter, and joint-agreement sites at commissary site

b. Vendor transports all meals to satellite sites

c. MPS serves meals at all traditional and instrumentality schools

d. MPS maintains existing secondary school kitchens as production kitchens

Strengths of the Model

a. Allows the district to maintain some flexibility in operations, though less than with the commissary model

b. Matches commissary model in reduced need for equipment at individual sites

c. Decreases labor costs from commissary levels due to elimination of major food preparation

d. Lower net district utility cost and use — gas, electric, water — then in commissary model

e. Allows district to further partnerships with local community organizations such as Hunger Task Force, Milwaukee Center for Independence, and Community Learning Centers (CLC) that assist the district with food-service issues and programs.

Weaknesses of Model

a. Reduction in hours available to employees likely to make it harder to fill jobs

b. May create a negative public perception of food and service quality due to use of pre-packaged food trucked in from elsewhere.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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(Item C) Update and Possible Action on Collective Bargaining Strategies with Respect to Contract Negotiations with Various MPS Bargaining Units

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting that the Board retire to executive session for the purpose of considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, Local 1616, and Local 1616-888J (Part-time Recreation Employees).

Pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above. The Board may reconvene in open session to take action on matters considered in executive session and to continue with the balance of its agenda.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

The request was withdrawn by the administration without objection.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Possible Action on Suspension of Board Rule 1.02(1) and Rescheduling of the Regular October 2010 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the regular October 2010 Board meeting would take place on October 28, which coincides with the first day of the annual convention of the Wisconsin Education Association Council (WEAC). This year, the convention is taking place in Madison.

In light of this, it has been requested that the Board suspend Board Rule 1.02(1) and change the date of the regular October 2010 meeting to Tuesday, October 26, 2010.

For the Board's reference, the current tentative October 2010 calendar has been provided.

Lynne A. Sobczak
Board Clerk/Director, Office of Board Governance

Director Spence moved to suspend Board Rule 1.02 (1).

The motion to suspend prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Woodward and President Bonds—7.

Noes—Director Petersons—1.

Director Blewett moved to change the date of the regular October 2010 Board meeting to Tuesday, October 26, 2010.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Woodward and President Bonds—6.

Noes—Director Petersons—1.

Abstaining from voting—Director Thompson—1.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 10 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of the Independent Hearing Officers of September 8, 14, 22, 23, and 27, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—8.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, a charter school proposal from Business and Economics Academy of Milwaukee, Inc. (BEAM);
Accountability, Finance and Personnel Committee, Item 4, award of professional services contracts;
Accountability, Finance and Personnel Committee, Item 7, a report and possible action on the updated purpose, authority, responsibilities, and organizational structure of the Office of Accountability and Efficiency (OAE); and
Accountability, Finance and Personnel Committee, Item 13, a resolution to establish a plan to cut four million dollars from busing costs

On the motion of Director Miller, the balance of the Committee reports was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—8.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report on Communication 1011C-003 from Thomas K. Phillipson Requesting a Hearing on Proposed School Reforms

Background

At its meeting on August 26, 2010, the Board referred the following communication from Mr. Thomas K. Phillipson to the Committee on Parent and Community Engagement:

August 22, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs;

I request a public hearing by the appropriate committee of the School Board on items to be included in the MPS legislative program. The last session of the legislature passed a weak bill to reform MPS. Many legislators voted against the bill because they felt that it was too weak. It is reasonable to expect that several bills to reform MPS will be introduced in the next legislative session.

Last year an ill conceived bill was proposed to strip the MPS Board of the power to choose the next superintendent. The voters of Milwaukee strongly opposed this *"Mayoral Takeover."* But in our opposition we largely missed the chance to be active in making reform. I am circulating a draft of a list of proposed change to state law. This list will be circulated among candidates in the fall elections.

A public hearing by a committee of the MPS Board will move the discussion forward.

Sincerely yours,

Thomas K. Phillipson

Committee's Report

Your Committee reports having given hearing to Mr. Phillipson and other interested parties.

* * * * *

(Item 2) Report on Communication 1011C-004 from Elizabeth Gonzalez Requesting a Hearing on the Quality of MPS Schools

Background

At its meeting on August 26, 2010, the Board referred the following communication from Ms Elizabeth Gonzalez to the Committee on Parent and Community Engagement:

August 23, 2010

Milwaukee Board of School Directors
5225 West Vliet Street
Milwaukee, WI 53208

Dear Sirs;

I request a public hearing with an appropriate committee of the Milwaukee School Board. My husband and I have high expectations for our six children. Last school year all six were enrolled in the Milwaukee Public Schools. By September 15th I expect that all our children will be in non MPS schools. I think that one of the causes of the decline in enrollment in MPS is that families with high expectations are taking their children out of

MPS. I cannot speak for any family but mine. But I hope my reasons for leaving may provide some ideas for you as you try to save public education in Milwaukee.

Sincerely yours,

Ms Elizabeth Gonzalez

Committee's Report

Your Committee reports having given hearing to Ms Gonzalez and other interested parties.

* * * * *

(Item 3) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Service Information (Each month's report reflects cumulative data from July 1, 2010)

MONTHLY (Data collected annually reflect activities that began July 1, 2010)					
2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,801	104	77%	2	100%
Sept	18,046	221	75%	6	100%

2. Data-Management Services — Special Services Information Management System (SSIMS)

   a. SIMS/Encore Production Servers upgraded to Encore 7.0.

   b. Development of training materials for updates for IEP forms and processes based on state and federal requirements and media-site trainings for Fall 2010.

   c. Implementation of SSIMS/Encore Fall 2010 trainings for new and veteran special education supervisors, school psychologists, social workers, nurses, and select staff at year-round and IB schools.

* * * * *

(Item 4) Report on District Title I Parental Involvement Activities for August 2010

Your Committee reports having received the following informational report from the Administration.

Parent Involvement Activities

1. August 3, 2010

   District Advisory Council (DAC) Executive Committee — Parent Orientation and Training Conference Planning Meeting

   During the month of July, DAC executive members were selected to plan the Parent Orientation and Training Conference. Many of the members met on August 3, 2010, to plan for the event. Two of the DAC Executive Committee members and two MPS staff were present.

2. August 4, 2010

   Parent Teacher Association (PTA) Meeting with Dr. Thornton

   Representatives from the PTA met with Dr. Thornton and other MPS staff to discuss the positive relationship between PTA and MPS.

3. August 5, 2010

   District Advisory Council Executive Committee Meeting with Dr. Thornton

   The District Advisory Council Executive Committee meets with the Superintendent every other month to update the Superintendent on the activities, goals, and vision of the DAC. This particular meeting provided clarity on the department's responsibilities for supporting the DAC and the discussion of future meetings with the Superintendent. There were five DAC members and five MPS staff present.

4. August 12, 2010

   District Advisory Council Executive Committee — Central Services

   During the month of August, the Committee went over the agenda items, which included an informational session on Robert's Rules of Order and information for the Parent Orientation and Training Conference (district annual parent meeting). Members were given their sub-committee assignments, and finally, the meeting ended with a discussion on the FY10-11 budget amount. There were five committee members, two MPS staff, and one PTA representative present.

5. August 19, 2010

   District Advisory Council Executive Committee — Parent Orientation and Training Conference Planning Meeting

   The DAC Executive members that were assigned to the sub-committee for the Parent Orientation and Training Conference met to plan the logistics of the event. The agenda items included deciding on a theme for the training, food for the event and, recruitment strategies. There were three MPS staff and five DAC members present.

6. August 27 and 28, 2010

   District Advisory Council Executive Committee — Region V Conference Planning

   On Friday and Saturday, August 27-28, 2010, the Region V Conference Planning Committee held its conference-planning meeting. Three DAC executive members from Milwaukee hold positions and have responsibilities to the National Coalition of Elementary and Secondary Education Act (ESEA) Title I Parents, Region V. Their responsibilities include planning for the Region V Conference and attending the Region V board meetings. Three DAC Executive members and two MPS staff participated in the conference-planning meetings held in Oak Brook, Illinois.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on a Charter School Proposal from Business and Economics Academy of Milwaukee, Inc. (BEAM)

Background

On July 1, 2010, BEAM (Business and economics Academy of Milwaukee), Inc., submitted a proposal to become an MPS non-instrumentality charter school for the 2011-2012 school year, to serve students in grades K4 through eight. On Wednesday, August 4, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting the school staff, community members, and parents demonstrated their passion, commitment, and support for the BEAM proposal.

Analysis

1. Following the presentation, the Panel decided to recommend the concept of the BEAM proposal to become an MPS non-instrumentality charter school. The Panel believes that the BEAM proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that BEAM:

a. proposes a unique business and economics curriculum designed to strengthen students' financial knowledge, which encompasses 90 minutes of reading and 60 minutes of math within a seven-hour daily student schedule;

b. uses the Success for All reading program developed by Johns Hopkins University, in which students are grouped by ability to ensure maximum success;

c. follows the EdisonLearning model, which includes research-based curriculum, monthly benchmarks and assessment, a longer school day and year, and significant professional development for staff;

d. offers reinforced learning through a series of afterschool programs for students and families through the established partnerships with Asset Builders of America, the Bradley Foundation Northwest Mutual, National City Bank, and the Milwaukee Bucks; and

e. has created pro-education programs with parents and promotes parental involvement through Action Team for Partnership meetings, student learning conferences, and its governance structure, which involves parents in decision making;

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports Goal: 2, that school communities work together for improvement in academic achievement, of the district's *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools.*

Statute, Administrative Policy, or Board Rule Statement

4. In order to allow the charter school to become effective with the 2011-12 school year, the Board would have to waive Administrative Policy 9.12, Charter Schools, section (5)(b), When To File Petitions and Proposals, which states:

> Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar (January through December) year…

Fiscal Impact Statement

5. Upon approval by the Board, the FY 2012 budget will allocate funds to this non-instrumentality charter school in the same manner in which it does to other MPS non-instrumentality charter schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Business and Economics Academy of Milwaukee (BEAM), Inc., proposal at this time;

2. waive Administrative Policy 9.12, Charter Schools, section (5)(b), When To File Petitions and Proposals; and

3. authorize the Office of Contracted Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from BEAM, Inc., in anticipation of the establishment of an MPS non-instrumentality charter school for the 2011-2012 school year.

Director Thompson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 2) Informational Report Regarding the Roll-out of the Comprehensive Literacy Plan

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Textbook Adoption

   a. On July 1, 2010, the Milwaukee Board of Directors approved $5,252,000 for a district-wide pre-K8 literacy textbook adoption. Over the last two weeks, staff have been confirming student and teacher counts, finalizing materials lists, and reviewing relevant policies and practices (e.g., charter and partnership school materials purchasing, textbook adoptions).

   b. Textbooks were ordered for all pre-K8 MPS students, except those children enrolled in developmental bilingual education programs (which use Tresoros Spanish-language materials) and specific students enrolled in special education (who use the Language! and Unique instructional programs and materials). Additional textbooks were ordered to ensure that students transitioning from these programs would have access to the core materials. Teacher editions were ordered for each appropriate pre-K8 teacher, including those team-teaching in SAGE classrooms and special education teachers working in pull-out special education classrooms (who should increasingly be working with general education teachers to support their students in mainstream environments and in the use of the core materials, as appropriate to the IEP). A variety of supplemental classroom assessments and materials (e.g., practice books, leveled readers, picture cards, novels, and biographies) for students and teachers were also ordered for all general education classrooms.

c. In addition, instructional and student materials (e.g., Write-In Readers) aligned to the core materials have also been ordered to support Tier 2 instruction.

2. Budget

a. The breakdown of the budget for textbooks is as follows:

Cost of all Houghton Mifflin Harcourt materials and services (including purchase of core/Tier 1 and Tier 2 materials*)	$ 5,430,745.32
Estimated amount to be reimbursed by instrumentality charters (described below)	($ 400,178.00)
Estimated materials cost	$ 5,030,567.32
Budget approved by the Board of Directors*	$ 5,252,000.00
Estimated materials cost	($ 5,030,567.32)
Estimated amount under approved budget	$ 221,432.68
Estimated cost of overage order (7/20/2010) (+5% student, +3% teacher editions; returnable for credit)	($ 200,000.00)
Final estimated amount under approved budget	$ 21,432.00

b. It is important to note that the Administration was able to negotiate a purchase agreement with Houghton-Mifflin Harcourt Publishers that allowed us to purchase both the core program (Tier 1) materials and aligned Tier 2 materials to support the approximately 60% of students in each class (as estimated in the Response to Intervention model) who require more targeted support. Tier 2 materials were not initially included in the RFP, board item, or cost estimates, although they are required by the Department of Public Instruction and necessary for supporting all students. The Administration, however, was able to make this addition while still operating within the board-approved budget.

c. An additional savings/credit is expected from the return on purchase of materials for MPS schools that will be issued waivers from the district-wide textbook adoption, as described below.

3. Charter Schools

Consistent with past practice and with a letter issued to all instrumentality charter schools in February 2009, and in consultation with the regional executive specialist Katrice Cotton, Houghton Mifflin Harcourt materials have been ordered for all MPS instrumentality charter schools, with the expectation that MPS will be reimbursed for these materials. Each instrumentality charter school is being sent a follow-up letter — jointly signed by the chief Academic Officer, regional executive specialist, and library media specialist (in charge of textbook adoption) — that confirms this fact, reports the estimated cost to the school, and describes the reimbursement process.

4. Partnership Schools

Per partnership school contracts, which require that these partners purchase their own instructional materials, the district did not purchase textbooks for these schools. MPS has, however, provided them with detailed lists of materials ordered at each grade level and the processes for ordering the materials. Likewise, partnership school staff are included in district-provided professional development related to the Comprehensive Literacy Plan.

5. Waivers

a. Per a process developed and shared with schools in the Spring, 11 MPS schools applied for waivers from the district-wide pre-K8 textbook adoption by the June 30 deadline. (An

additional school is currently in process for a waiver request.) A panel of MPS central office staff, principals, and regional executive specialists was asked to review these requests against the following criteria:

- not a SIFI-designated school;
- a unique educational program (e.g., Montessori, IB, language immersion);
- student mobility rate that is less than 10% in two of the last three years;
- performance data on WKCE reading assessments that meet or exceed 75% proficient in applicable grade bands (3-5, 6-8, 10);
- value-added tier rating of 3.0 or better in two of the last three years;
- alternative plan to address components of the Comprehensive Literacy Plan, including vetted interventions (as required by DPI); and
- approval from the school governance council.

b. The table in the attachments to the minutes of your Committee's meeting summarizes the Administration's recommendations per the waiver review process.

6. Textbook Delivery

a. The agreement with Houghton-Mifflin Harcourt (HMH) included delivery deadlines for both student and teacher editions, all of which were met for both year-round and traditional-year schools. Staff from across MPS (e.g., recreation, library media, technology, facilities) worked with a fleet of contracted, temporary employees and Houghton-Mifflin representatives to ensure safe delivery, unpacking, sorting, and bar-coding (discussed below) of new materials.

(1) All year-round schools had required materials and were able to inventory and distribute these to their students on the first day of school. Of special note, teachers' supplemental materials were also delivered, sorted, and signed out to teachers on the prior banking day to support teacher preparation in advance of the start of the school year. (Note: Most teachers received their teacher editions at district-provided professional developments sessions in late July.)

(2). The delivery and distribution of materials (e.g., student and teacher editions, teacher supplementals) to traditional schools was also successfully completed in time for the opening day of school. In this case, site-specific staff were enlisted and trained (8/24/10 and 8/27/10) as textbook coordinators to lead efforts to distribute materials to students on the first three days of school. They were supported by a group of temporary employees, other MPS staff (e.g., technology, recreation), and Follett. HMH also provided district-based staff in the first week of school, and a local courier service has been enlisted to make additional deliveries (from overage stock currently stored at Sarah Scott) to schools, as needed.

b. Other supplemental materials (e.g., practice books, student novels) will be delivered and distributed throughout September. Teacher editions were distributed primarily at "required" July and August professional development sessions.

7. Textbook Tracking

a. MPS has an established agreement, which was approved by the Milwaukee Board of School Directors, with Follett Software Company for Destiny Resource Management's book-tracking system. This March 2009 agreement was initially conceived, and to date has been used only, to provide the bar-coding system to a handful of interested individual schools.

(1) MPS has expanded this agreement to purchase Destiny site licenses (including technology integration, training, and on-site support) for an additional 144 MPS schools at the cost of $359,100.00, as well as a $411.75 per-site maintenance fee to begin in year two.

(2) The software is being paid for by software vouchers under the Microsoft settlement program. Each school's software voucher balance will be debited $2,493.75. There are four schools that did not receive any vouchers under this settlement due to free/reduced lunch rates less than 33%. Software vouchers allocated to schools that closed effective June 30, 2010, will defray any additional school costs. After this action, there still remains approximately $11,245,000 in software vouchers.

b. All new student textbooks and teacher editions were labeled with a barcode (most by Houghton Mifflin Harcourt) and tracked by the district. (Note: Bar-coded materials cannot be returned to the publisher. As such, materials ordered for instrumentality charters and schools requesting waivers were not bar-coded prior to delivery, but will be coded prior to distribution to individual students or teachers.)

c. Materials Removal Staff are especially concerned that, if teachers continue to have access to old materials, old practices will continue to be used. Purchasing staff have been in contact with two vendors — Follett Educational Services and Budgetext Corp. — regarding clearing out literacy materials that are not in alignment with the Board's recent adoption.

d. Both vendors have expressed great interest in entering into an exclusive relationship with MPS that would entail the vendor coming in and inventorying MPS books, buying those that we want to sell, and disposing of those with no market value. Because of the focus on purchase, delivery, and dissemination of new materials, however, as well as aligned professional development and the fact that staff were not available at the school sites during the summer to support a materials-removal effort (e.g., sorting books to keep, identifying locations of excess materials), a decision on this process and next steps has been delayed.

8. Short-term Professional Development and Implementation Supports

a. In response to a considerable need for clarity about the Comprehensive Literacy Plan (CLP), its instructional design, and aligned materials, Central Office staff have worked with Houghton Mifflin Harcourt to develop an initial pre-K8 teacher-development opportunity. *Foundations for Effective Literacy Instruction* was a two-part (two, 3-hour blocks) course for classroom teachers of literacy that began with an overview of student performance and district priorities, the purpose of the CLP, and the targeted instructional design. It then provided more in-depth training in grade-specific classroom practice and student and teacher materials.

b. First offered across four sites the week of July 26, the course was offered again the week of August 23 and August 31. More than 3,000 MPS teachers completed the course. Of note, consistent with Corrective Action requirements, a preliminary agreement was reached with the MTEA to encourage teachers' voluntary participation or forfeiture of the first banking day to attend.

c. Content-area-specific, secondary-school versions of the training (e.g., middle-grades science) were also piloted on August 23. Additional trainings are in development for other subject-area teachers and are planned for sessions throughout the Fall and Spring.

d. In addition, a version of *Foundations* training was provided to all principals, assistant principals, and special education supervisors on August 18 and 21, 2010. The day-long

training was situated in the week-long 2010-11 Leadership Institute, which was focused on creating a common, district-wide framework for supporting improved teaching and learning- — Danielson's four domains (planning and preparation, classroom environment, instruction, and professional responsibilities), complemented by Saphier's model of skillful teaching.

9. Long-term Professional Development and Implementation Supports

   a. A team of Central Office staff from Special Education, Bilingual/Multi-cultural Education, Literacy, Technology, School Improvement/Corrective Action, and Professional Development have been meeting regularly to develop a comprehensive plan for professional development in literacy for 2010-11. The plan will leverage a variety of existing staff-development resources — the on-line Teacher Learning Community, job-embedded coaching, media sites, workshops (e.g., Saturday Academies), and graduate courses — to support paraprofessionals, classroom teachers, literacy coaches, Central Office literacy leaders (e.g., literacy specialists, bilingual specialists, SELLs, new teacher mentors), and school leaders.

   b. Professional development content will be progressive in nature, developing in teachers and coaches an understanding of how children learn to read at various ages and across skills (e.g., phonemic awareness, letter and word knowledge, vocabulary, fluency, comprehension), appropriate research-based instructional strategies, and assessment of/for learning. These foundational knowledge and skills will serve as the foundation for developing further understanding of the Comprehensive Literacy Plan and related instructional design and classroom materials and assessments. Support for coaches and leaders will extend this learning and apply it in training in teacher coaching and training facilitation.

   c. Given district capacity, both in terms of numbers and expertise of Central Office staff in curriculum and instruction, the Administration is currently exploring partnership opportunities to support ongoing professional development in literacy.

10. Tools for Implementation

   a. A variety of additional resources has been identified and is either in development or has been developed to support classroom-level implementation of the CLP with fidelity. Among these is an on-line environment, hosted by Houghton-Mifflin Harcourt, in which pre-K8 teachers and coaches can access all classroom and teacher resources, from practice book pages to be printed, to daily guiding and essential questions to structure whole-group instruction. The space went live September 1.

   b. Other resources include pre-K8 *Pacing Guides*, to help teachers focus on key grade-level standards as they use the adopted materials, and an implementation guide to help teachers plan their daily instruction and classroom organization. Similar guides are being developed for bilingual teachers using *Tesoros* text and related materials. CLP *Implementation Guides* have also been developed to help coaches and principals observe, support, and provide formative feedback to teachers.

   c. Teachers will also have access to and support in recording student performance on specific Houghton Mifflin Harcourt unit assessments in ESIS Gradebook. They are receiving training in the newly-adopted Measures of Academic progress. (Training of site assessment coordinators and Central Office staff is already underway.)

11. Refinement of the CLP

   a Over the last several weeks, the Administration has also worked hard to further refine the Comprehensive Literacy plan. In particular, we have worked across offices to clarify

inclusion of English-language learners (ELLs) and students with disabilities. We have engaged an outside expert in the literacy development of ELLs, Dr. Margarita Calderón, to visit MPS and provide feedback on both the plan and the district's capacity, which we now are incorporating. Additional outside experts have been enlisted to serve on an external advisory committee to the district to support further refinement and implementation of the CLP.

b. To support continuous improvement in this regard, the development of integrity/fidelity-monitoring tools has also been initiated.

c. Additional work is underway to identify Tier 2 and Tier 3 reading interventions, as indicated in the plan. Staff are having initial, informal meetings to survey the range and quality of products and supports and will work toward issuing an RFP in coming months.

d. As always, the Comprehensive Literacy plan remains a work in progress, ever-evolving to respond to the needs of our students and teachers.

* * * * *

COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability, Finance, and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability, Finance, and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Monthly Report on Contracts under $25,000; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Award of Contracts

Below is the contract award recommendation for September 2010. Adequate funding is available in the accounts as noted below.

Construction Contracts

COAL BIN DEMOLITION

Fernwood Montessori School

Prime Contractor
Jaramillo Contractors, Inc.
4709 Hwy H
Franksville, WI 53126

Low Bidder, Base Bid of.....$68,400.00

Prime Contractor Info

HUB

Certified	Yes
Total # of Employees	7
Total # of Minorities	5
Total # of Women	0
Required	20%
Submitted	62.9%
$ Value	$43,000.00

COIN
Required % 20%

Student Engagement
Paid Employment (Required Hours)..... 100
Educational Experience (Required Hours) 10

Funds are budgeted for the Fernwood Montessori School's coal bin demolition project from FY11 Major Maintenance Construction Funds, contracted services for grounds, account code FAR00MM2FW ECNC, (Project #1833, W.O. #053443). Project is to begin on October 4, 2010, and is scheduled for completion on November 1, 2010.

EXTERIOR DOOR REPLACEMENT

Maryland Avenue Montessori School

Prime Contractor
B & D Contractors, Inc.
17020 W. Rogers Drive
New Berlin, WI 53151-2233

Low Bidder, Base Bid of $89,450.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 25
Total # of Minorities 5
Total # of Women 3
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Maryland Avenue Montessori School's exterior door replacement project from FY10 Major Maintenance ARRA Construction funds, contracted services for windows & doors, account code FAR00MMSMD ECNC, (Project #1603, W.O. #043476). Project is to begin on October 4, 2010, and is scheduled for completion on February 4, 2011.

Summary — Construction Contracts

Total construction contract dollars awarded $157,850.00
Total dollars HUB participation $43,000.00
% of HUB participation 27.24%
% Minority employees within company 42.27%
% Women employees within company 6.80%

Professional Services Contracts

STADIUM BLEACHER REPLACEMENT PROJECT/ENGINEER DESIGN SERVICES

Pulaski Stadium

Prime Contractor
Pierce Engineers, Inc.
10 W. Mifflin St., Ste. #205
Madison, WI 53703

Low Bidder, Base Bid of.....$70,837.92

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 20
Total # of Minorities..... 3
Total # of Women..... 6
Required.....10%
Submitted.....10%
$ Value..... $7,083.79

COIN
Required %.....0%

Student Engagement
Paid Employment (Required Hours)..... N/A
Educational Experience (Required Hours)..... 10

Funds are budgeted for the Pulaski Stadium's bleacher replacement engineering design services project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSPD ECNCGND0, (Project #1320, W.O. #011486).

Summary — Professional Services Contracts

Total professional services contract dollars awarded $70,837.92
Total dollars HUB participation $7,083.79
% of HUB participation.....10.00%
% Minority employees within company.....15.00%
% Women employees within company 30.00%

Emergency Contracts

GYM FLOOR REPLACEMENT

Riverside University High School

Prime Contractor
Schmidt Custom Floors, Inc.
N8 W22590 Johnson Drive
Waukesha, WI 53186

Low Bidder, Base Bid of.....$169,354.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... N/A
Educational Experience (Required Hours) ..... N/A

SCHOOL SUPPLIES, FURNITURE & FIXTURES

Riverside University High School & Other, as Designated by Addendum

Prime Contractor
DEMCO
P.O. Box 8048
4810 Forest Run Road
Madison, WI 53704

Low Bidder, Base Bid of $500,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... N/A
Educational Experience (Required Hours) ..... N/A

CLEANING & REMEDIATION SERVICES

Riverside, Clarke Street & Lancaster Schools

Prime Contractor
Paul Davis Restoration & Remodeling
2000 S. 4th Street
Milwaukee, WI 53204

Low Bidder, Base Bid of $590,000.00

HUB
Certified ..... No
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... N/A
Educational Experience (Required Hours) ..... N/A

Summary — Professional Services Contracts

Total emergency contract dollars awarded $1,259,354.00
Total dollars HUB participation ..... $.00
% of HUB participation 0%

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B 5598 Authorization to Purchase Texas Instruments TI-84 Plus Calculators and Accessories from PC University Distributors, Inc.

The Administration requests authorization to purchase from PC University Distributors, Inc., the low complying bidder, at $53,752.00, to provide 40-pack (10/pack) Texas Instruments TI-84 Plus Silver Edition School Pack calculators, 12 each TI Navigator standards for 32 users, and 12 each TI-Smartview Emulators for TI-84.

These items are requested by the District, as identified for improvement, for use with a TI-MathForward™ program.

Additional purchases may be made, as needed, through July 31, 2011.

PC University Distributors, Inc.

Budget Code: MTH0SSI1DW-ESUP (Math Title 1 SIG II — Supplies) $53,752

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote Annually ..... TBD
Total # of Employees ..... —
Total # of Minorities ..... —
Total # of Women ..... —

HUB Participation
Required..... NA
Proposed ..... NA
$ Value..... NA

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment..... NA

B-5595 Authorization to Contract with North American Salt Company for Bulk De-icing Rock Salt

The Administration requests authorization to enter into a contract with North American Salt Company, the low complying bidder, to provide bulk de-icing rock salt to all MPS schools and departments.

This will be a blanket contract for three years, with an estimated dollar value of $111,000.00.

North American Salt Company

Budget Code: MTN00FSH11ESUP ..... Varies

PRIME Contractor Information
Certified HUB Vendor?..... No
PRIME Price Quote Annually ..... TBD
Total # of Employees..... NA
Total # of Minorities..... NA
Total # of Women..... NA

HUB Participation
Required..... NA
Proposed ..... NA
$ Value..... NA

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment..... NA

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided under separate cover is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Barton	Direct Supply	$1,380.00	20 task chairs, 1 guest chair, 6 four-shelf bookcases, 2 three-shelf bookcases, 6 two-shelf bookcases, 5 Rubbermaid environmental services carts
Congress	Educational Matching Gift Program — Wells Fargo Foundation	$39.60	Educational matching gift program
Congress	Educational Matching Gift Program — Wells Fargo Foundation	$79.20	Educational matching gift program

School	Donor	Amount	Gift or Purpose
Dover St.	Terence Feltz	$100.00	Various school supplies for students who need them
Fernwood	Target	$855.73	Take Charge of Education
Forest Home Avenue	Milwaukee Area Workforce Investment Board	$3,300.00	Supplies for classroom
Keefe Avenue	Center for Mathematics and Science Education Research-University of UW-M	$500.00	Participation in Spring 2010 Milwaukee Mathematics Partnership School-based
Keefe Avenue	Target	$46.37	Take Charge of Education
Milwaukee Public Schools — Technology Department	Lenova	$998.99	Lenovo Laptop T410
Milwaukee Public Schools — Wellness and Prevention Office	Children's Health Education Center	$310.00	Elementary physical education in-service on 9/2/2010 at Beulah Brinton Center
River Trail	Target	$138.18	Take Charge of Education
Sherman	Target	$83.09	Take Charge of Education
Zablocki	Fieldpointe Ladies Vacation Bible School	$500.00	School supplies to assist families in need

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Promotions	
2 Earl Wyatt Technology	Programmer/Analyst $50,866.38/yr.	08-23-10
2 Biron Yates Washington	Building Service Helper II $29,514.05/yr.	08-09-10
	Changes in Status	
Maria Aguila[1] Early Childhood	Child Care Worker $20,030.40/yr.	08-30-10

Tonya Avery-Ware[1]	Handicapped Children's Assistant	08-11-10
WORK Institute	$16,015.77/yr.	
Kris Bertram[2]	School Secretary I	08-23-10
Morse •Marshall	$29,038.17/yr.	
Dorothy Booker[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Susanne Buss[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Linda Donelson[1]	Handicapped Children's Assistant	08-30-10
Morse•Marshall	$16,015.77/yr.	
Mae Dotson[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Patricia Fischer[1]	Handicapped Children's Assistant	08-30-10
Gaenslen	$16,015.77/yr.	
Nancy Franzen-Wink[1]	Handicapped Children's Assistant	08-30-10
Bay View	$16,015.77/yr.	
Anna Gutierrez[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Janet Hutcherson[1]	Handicapped Children's Assistant	08-30-10
Northwest Secondary	$16,015.77/yr.	
Sherry Jones[1]	Handicapped Children's Assistant	08-30-10
Gaenslen	$16,015.77/yr.	
Phyllis Jones-Lacy[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Lucille Kimbrough[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Linda Lee[1]	Handicapped Children's Assistant	08-30-10
Bethune	$16,015.77/yr.	
Doris Lester[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Teresa Lovelace[1]	Handicapped Children's Assistant	08-30-10
Forest Home	$16,015.77/yr.	
Anil Mahay[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Kimberly McCullough[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Stella Mitchell[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Jackie Moore[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Maurice Nicholson[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Lisa Nolen[1]	Handicapped Children's Assistant	08-30-10
Longfellow	$16,015.77/yr.	
Nobie Reed[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Sharon Reynolds[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Shellean Riley[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Ivette Rivera-Soto[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	
Virginia Santiago[1]	Child Care Worker	08-30-10
Early Childhood	$20,030.40/yr.	

Elizabeth Tatum[1] Gaenslen	Handicapped Children's Assistant $16,015.77/yr.	08-30-10
Cynthia Unold[1] Dover	Handicapped Children's Assistant $16,015.77/yr.	08-30-10
Deb Wolter[1] Burbank	Handicapped Children's Assistant $16,015.77/yr.	08-30-10

[1]From General Educational Assistant
[2]From a 12-month to a 10-month position

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
Approval of Certificated Appointments — Teachers					
5,r	Sana Ahmed Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Jennifer M. Aicher Montessori	B	$35,729.00	1	08/30/2010
5,r	Ashley K. Alger Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Ewaohi I. Amu Science	B	$35,729.00	1	08/30/2010
5,a,r	Shelley R. Andrews Special Education — Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	Katie J. Arguello Bilingual Education	B	$35,729.00	1	08/30/2010
2,r	Sika R. Banini Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Katie Barofsky Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Jessica J. Bartley Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Nicholas Y. Beermann Science	B	$35,729.00	1	08/30/2010
5,a,r	Todd L. Bell Special Education — Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	Sarah A. Bellehumeur Special Education/Cross-Categorical	B	$40,483.00	4	08/30/2010
5,a,r	Julie D. Berg Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010
5,r	Nicholas J. Bertolas Bilingual Education	B	$35,729.00	1	08/30/2010
5,r	Laura M. Beveridge Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Margaret A. Bingen Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
4,r	Fritz A. Blandon Science	E	$51,179.00	5	08/30/2010
3,a,r	Stephanie J. Bollow Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
2,a,r	Myles A. Bond Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010

5,r	Brittany L. Bowes K3/Montessouri	B	$35,729.00	1	08/30/2010
5,r	Catherine A. Boyle Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Lisa Brazelton Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Jeannette E. Bree Montessori	B	$35,729.00	1	08/30/2010
4,a,r	Rafael Burgos Rivera 2nd Grade	B	$35,729.00	1	08/30/2010
5,r	Christina E. Calcese Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010
4,a,r	Kelly M. Carpenter Science	B	$37,314.00	2	08/30/2010
4,r	Megan L. Carpenter Speech Pathologist	B	$35,729.00	1	08/30/2010
5,a,r	James A. Chamberlain Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
4,r	Whitney N. Colby Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,nr	Leslie E. Cook Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Janelle E. Crawford Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	John C. David Special Education/Cross-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Annie E. DeFalco Special Education/Multi-Categorical	B	$35,729.00	1	08/23/2010
5,r	Deirdre A. DeGroot Speech Pathologist	B	$35,729.00	1	08/30/2010
2,a,r	Gunsby Dejohnett, Jr. Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Michelle M. Dekutowski Special Education — Multi-Categorical	B	$35,729.00	1	09/01/2010
4,a,r	Noemi Dones Canario Bilingual Education	B	$35,729.00	1	08/30/2010
5,nr	Charles F. Doolittle Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Candace Doyle Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
4,a,r	Jill B. Eannelli Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
4,r	Kathryn M. Errek Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Steven M. Falsetti Kindergarten-5	B	$37,314.00	2	08/30/2010
5,r	Lauren K. Fifolt Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Lorinda M. Flores Montessori	B	$35,729.00	1	08/30/2010
2,a,r	Daniel J. Fouliard Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,r	Meghan A. Froh Mathematics	B	$37,314.00	2	08/30/2010

4,a,r	Hilda E. Garcia Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	Michael L. Garvey Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,r	David R. Gelting Mathematics	B	$35,729.00	1	08/30/2010
5,r	Constance M. Gruen Montessori	B	$35,729.00	1	08/30/2010
5,a,r	Christine M. Grzesk Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Eric T. Gullickson Special Education/Cross-Categorical	B	$35,729.00	1	8/30/2010
5,a,r	Amanda M. Guth Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	John J. Hagen Grade 1/French	B	$37,314.00	2	08/30/2010
5,nr	Chris G. Halverson Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Lisa R. Hanel Special Education/Multi-Categorical	BB	$52,368.00	10	08/30/2010
5,r	Jennifer L. Hanson Speech Pathologist	B	$35,729.00	1	08/30/2010
2,r	Derrick D. Harris Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Angela K. Hay Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Katherine G. Hayes 3rd Grade	B	$35,729.00	1	08/30/2010
5,r	Leah C. Hayes Special Education/Multi-Categorical	B	$40,483.00	4	08/30/2010
5,r	Mandie L. Heidenreich Montessori	B	$35,729.00	1	08/30/2010
5,r	Nathaniel R. Hibner Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Micah C. Hoffman Montessori	B	$35,729.00	1	08/30/2010
4,r	Meralis Hood Bilingual Education	C	$50,798.00	7	09/02/2010
2,a,r	Tiffany L. Hosea Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
2,b,r	Jeannece M. Ivy Mathematics	B	$35,729.00	1	08/30/2010
2,r	Mark L. Jeter Mathematics	B	$35,729.00	1	08/10/2010
2,a,r	Steven J. Johansen Mathematics	B	$37,314.00	2	08/30/2010
5,r	Steven G. Jungmann Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Katherine A. Kamphoff Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Jonathan J. Kauffman Mathematics	B	$35,729.00	1	08/30/2010
5,a,r	Bonnie L. Kitt Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010

2,r	Christopher E. Kjaer Mathematics	B	$35,729.00	1	08/02/2010
5,r	Jamie L. Klanderud Montessori	B	$35,729.00	1	08/30/2010
5,a,r	Joseph P. Koeppen Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	Melissa A. Konek Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,r	Michael W. Landers Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Lisa J. Lauterbach Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Andrea K. Lawler Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Susan H. Locke Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Kristen M. Lowell Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Ronald R. Lowerre Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Danielle M. Luer 1st Grade	B	$35,729.00	1	08/30/2010
5,a,r	Brandon S. Mattox Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
4,a,r	Lucia M. Medico Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
4,a,r	Kathy L. Mesa Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Ryan J. Michaels Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Joseph J. Michalakes Bilingual Education	B	$35,729.00	1	08/23/2010
5,r	Megan C. Miller Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Daniel J. Monfre Mathematics	B	$35,729.00	1	08/30/2010
5,a,nr	Laura J. Monfre Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Christopher A. Montezon Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Meredith L. Moodie Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Margaret B. Moss Montessori	B	$37,314.00	2	08/30/2010
5,a,r	Gregory J. Mustapich Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,a,r	Eileen R. Navarre Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,r	Erica A. Norman Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Carolyn O'Connell Montessori	B	$35,729.00	0	08/30/2010
4,r	Jaime L. Ortiz Bilingual Education	B	$35,729.00	1	08/30/2010

5,r	Deborah L. Panoch	B	$35,729.00	1	08/30/2010
	Special Education/Multi-Categorical				
5,r	Shoshannah L. Pass	B	$37,314.00	2	08/30/2010
	Special Education/Multi-Categorical				
2,r	Melita Pate Tyler	B	$37,314.00	2	08/30/2010
	Special Education — Multi-Categorical				
5,nr	Ricardo D. Patron, Jr.	B	$35,729.00	1	08/18/2010
	Kindergarten 4				
5,a,r	Natalie M. Philippe	B	$37,314.00	2	08/30/2010
	Grade 2 French				
5,nr	Ashley A. Piepenbrink	B	$35,729.00	1	08/23/2010
	Bilingual Education				
5,r	Lila S. Planavsky	B	$35,729.00	1	08/30/2010
	Special Education — Multi-Categorical				
2,a,r	Marquel Pollard	B	$38,901.00	3	08/30/2010
	Special Education/Multi-Categorical				
2,r	Tawona L. Reed	B	$37,314.00	2	08/30/2010
	Special Education/Multi-Categorical				
5,r	Rachael H. Reeves	B	$35,729.00	1	08/30/2010
	Special Education — Multi-Categorical				
2,a,nr	Phillip Rhymes	B	$35,729.00	1	08/30/2010
	Special Education/Multi-Categorical				
5,nr	Meghan L. Riehle	B	$35,729.00	1	08/30/2010
	Speech Pathology				
5,r	Annette R. Robertson	B	$37,314.00	2	08/30/2010
	Grade 1 Italian				
5,r	Amber R. Robinson	B	$37,314.00	2	08/30/2010
	Special Education/Multi-Categorical				
4,r	Julio R. Rodriguez	B	$35,729.00	1	08/30/2010
	Special Education — Multi-Categorical				
5,r	Heidi L. Sadowski	B	$35,729.00	1	08/30/2010
	Special Education — Multi-Categorical				
5,r	Marie A. Sanguinetti	B	$35,729.00	1	08/30/2010
	Special Education/Multi-Categorical				
5,nr	Ryan M. Schaufler	B	$35,729.00	1	08/30/2010
	Special Education/Multi-Categorical				
5,nr	Jessica E. Schimmel	B	$35,729.00	1	08/30/2010
	Speech Pathology				
5,r	Kimberly A. Schlesinger	B	$35,729.00	1	08/30/2010
	Special Education/Multi-Categorical				
5,r	Leah E. Schlichtholz	B	$37,314.00	2	08/30/2010
	Special Education/Multi-Categorical				
2,a,r	Michelle Scott	B	$37,314.00	2	08/30/2010
	Special Education/Multi-Categorical				
2,a,r	Diane Shaw	B	$40,483.00	4	08/30/2010
	Special Education/Multi-Categorical				
5,nr	Sara R. Shaw	B	$35,729.00	1	08/23/2010
	Spanish				
5,a,r	Sarah A. Shinkle	B	$35,729.00	1	08/30/2010
	Bilingual Education				
3,r	Ranjit Singh	B	$35,729.00	1	08/30/2010
	Special Education/Cross-Categorical				
4,a,r	Aaron M. Sisneros	B	$37,314.00	2	08/30/2010
	Bilingual Education				

5,nr	Dana K. Smith Bilingual Education	B	$35,729.00	1	08/18/2010
5,r	Emily E. Solochek Montessori	B	$35,729.00	1	08/30/2010
5,r	Justin J. Sorenson Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Emily J. Speer Bilingual Education	B	$35,729.00	0	08/23/2010
5,r	Aaron C. Spiering Special Education — Multi-Categorical	BB	$39,056.00	2	08/05/2010
5,r	Michael A. Stewart Special Education — Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Jamie Taghikhani Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,r	Kara M. Takiguchi Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,nr	Linzy A. Tjader Elementary Education	B	$35,729.00	1	08/30/2010
5,a,r	Rebecca J. Vaughn Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Aaron T. Vieth Mathematics	B	$35,729.00	1	08/30/2010
5,r	Sarah E. Virlee Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Amanda L. Voigtlander Speech Pathologist	B	$35,729.00	1	08/30/2010
5,r	Anne N. Ward Speech Pathology	B	$35,729.00	1	08/30/2010
5,r	Rebecca S. Weber Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Elizabeth A. Wellinghoff Special Education/Multi-Categorical	B	$35,729.00	0	08/23/2010
2,r	Rhonda R. Williams Special Education/Multi-Categorical	B	$35,729.00	1	08/30/2010
5,r	Megan M. Willis Special Education/Multi-Categorical	B	$37,314.00	2	08/30/2010
5,a,r	Kristee M. Yardley Catlett Elementary Education	B	$35,729.00	1	08/30/2010

Approval of Certificated Appointments — School Nurses

5,r	Kara C. Anderson School Nurse	2E	$36,927.00	0	09/13/2010
2,r	LaDaska M. Brown School Nurse	2E	$36,927.00	0	08/23/2010
5,r	Rachelle B. Ewald School Nurse	2E	$36,927.00	0	08/23/2010
2,r	Shaunta W. Ford-Pierce School Nurse	2E	$45,762.00	5	08/23/2010
4,r	Genesis L. Valenzuela School Nurse	2E	$38,694.00	1	08/23/2010
5,r	Hannah C. Wolfe School Nurse	2E	$36,927.00	1	08/30/2010

Approval of Certificated Appointments — School Social Workers

5,r	Sara Innab Social Work	2A	$48,636.00	0	09/07/2010

Approval of Certificated Appointments — School Psychologists

5,r	Sarah A. Coolidge School Psychology	51C	$49,190.61	0	08/24/2010
5,r	David A. Flikkema School Psychology	51C	$49,190.61	0	08/25/2010

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Welch, Tracy	Hawthorne	August 30, 2010
Childrearing Extension, June 2011:		
Zachari, Susanna	Leave	August 30, 2010
Illness Leave, June 2011:		
Browne, Robert	Genesis	September 1, 2010
Illness Leave Extension, June 2011:		
Thompson, Kimberly	Leave	August 30, 2010
Association Leave, June 2011:		
Walters, Stephanie	Leave	August 30, 2010
Personal Leave, June 2011:		
Adams, Christopher	53rd Street	August 30, 2010
Gilder, Stacy	Ex. Ed. Program Supervisor	August 30, 2010
McGill, Bonnie	Leave	August 30, 2010
Peterson, Karen	Genesis	August 30, 2010
Sabbatical Leave, June 2011:		
Tormey Scott, Maria	Leave	August 30, 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Stephanie Anaya	Teacher	08/28/10
Amanda Breen	Teacher	08/31/10
Don Bolanowski	Teacher	08/07/10
Patricia Briones	Teacher	08/26/10
Jannette Burgos	Teacher	08/27/10
Tylan Canady	Teacher	08/22/10
Meredith Carr	Teacher	08/25/10
Regina Casati	Teacher	08/16/10
Leslie Cimermancic	Teacher	08/09/10
Amanda Cvikel	Teacher	08/09/10
Allean Davis	Teacher	07/01/10
Michele Defnet	Teacher	08/17/10
Matthew Doering	Teacher	08/24/10

Cherise Easley	Asst. Princ.	07/28/10
Dawn Frauenfelder	Teacher	08/11/10
Judith Greco-Carr	Teacher	07/01/10
Jeffrey Halsey	Teacher	08/27/10
Theresa Lutzen	Teacher	08/24/10
Susan Mattmiller	Teacher	08/20/10
Mandy Michalski	Teacher	08/26/10
Caroline Miller	Teacher	08/16/10
Aran Nulty	Teacher	08/31/10
Keith Omdahl	Teacher	06/21/10
Rebecca Petri	Teacher	06/16/10
Stephanie Prosen	Teacher	08/23/10
Linda Roundtree	Principal	08/25/10
Megan Sampton	Teacher	08/30/10
Thomas Schalmo	Teacher	08/11/10
Thomas Senn	Teacher	07/01/10
Lynn Serafin	Teacher	07/09/10
Lauren Sierocuk	Teacher	08/19/10
McNeal Stepien	Teacher	08/09/10
Christina Swanson	Teacher	08/17/10
Patrick Tao	Teacher	08/20/10
Jessica Thorson	Teacher	08/27/10
Cheryl Vermillion	Teacher	08/30/10
Peter Wilson	Teacher	08/25/10
Ashlea Woodley	Teacher	08/24/10
Jeffrey Worzella	Teacher	03/03/08
Kenneth Zolltheis	Teacher	08/28/08

Classified Retirements

Name	Position	Effective Date
Daniel Aldi	Building Laborer	08-02-10
Howard Chambliss	Carpenter	08-28-10
Howard Edwards	Locksmith	08-28-10
James Glodowski	Bldg. Service Helper II	08-01-10
Richard Jeske	Electrician	08-31-10
Neal Klinkert	Inventory Control Mgr.	08-28-10
Kathlyn Kuenn	Para Educational Asst.	08-04-10
Edward Lee	Steamfitter	08-29-10
Lorraine Moffatt	Food Service Asst.	08-28-10
Patrick O'Donnell	Haz Mat. Supv.	08-07-10
Dennis Peltonen	Painter	08-30-10
John Robinson	Carpenter	08-28-10
Donald Rychlinski	Steamfitter	08-28-10
Thomas Schlicht	Building Laborer	08-21-10
Uldarico Sergio	Carpenter	08-28-10
Gary Simmons	Sheet Metal Worker	08-28-10
Advenice Sisk	Safety Coord./Supervisor	08-21-10
Alvin Taylor	Building Laborer	08-28-10
Daniel Thurow	Painter Chargeman	08-03-10
Dennis Torbeck	Building Laborer	08-21-10

Joseph Vicena	Plumber	08-28-10
Garry Webb	Carpenter	08-28-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for August 2010 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Superintendent's Monthly Report on Appointments and Reassignments of Principals and Assistant Principals and Action on Recommended Administrative Appointments and Promotions

Superintendent's Monthly Report on Appointments and Reassignments of Principals and Assistant Principals

The Superintendent reports that the following individual has been promoted or reassigned to the classification indicated:

2(r)	Jeff Gaddis	Principal Burroughs Middle School	Schedule III, Range13Z $90,000

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon approval by the Board:

5(r)	John Linn	Manager of Design & Construction Facilities & Maintenance Services	Schedule III, Range 13A $109,041
5(r)	Martha Kreitzman	Grants Coordinator Grants Development	Schedule III, Range 10A $94,494
2(r)	Shantee Williams	Supervisor — Positive Behavioral Intervention Supports Office of Family Services	Schedule III, Range 9A $86,552
2(r)	Dion Laurence	School Safety Supervisor Div. of School Safety and Security	Schedule III, Range 02C $35,804

Codes:

2	African American
5	White
r	Resident who must remain resident

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following new or modified professional services contracts:

RFP 539 Authorization to Increase a Contract with Silver Spring Neighborhood Center for a Community Learning Center

1. The Administration is requesting authorization to increase a contract with Silver Spring Neighborhood Center (SSNC) to facilitate operations of the Northwest Secondary Middle/High Community Learning Center (CLC).

2. In July 2010, the Board approved a CLC contract for $49,500 with SSNC and $49,500 with Northcott Neighborhood House to co-facilitate CLC operations at Northwest Secondary Middle/High School. On August 18, 2010, Northcott Neighborhood House provided formal notification to the Administration that it would be discontinuing its role as co-lead agency of the Northwest Secondary Middle/High School CLC.

3. As a result of Northcott Neighborhood House's notification, SSNC agreed to assume full lead agency responsibilities for the Northwest Secondary CLC. This shift will bring SSNC's contract for Northwest Secondary's CLC to $99,000.

4. The vendor was chosen pursuant to RFP 539, which is a continually posted RFP. SSNC currently serves as the lead agency representative for Browning Elementary School CLC, Burroughs Middle School CLC, and Thurston Woods Campus CLC.

5. The contract will run from July 1, 2010, through June 30, 2011. The increase in the contract with SSNC to facilitate CLC programming at Northwest Secondary Middle/High School will be $49,500, bringing its total contract award to $99,000.

Silver Spring Neighborhood Center

Budget Code: GEN-M-I- DL1-MU-ECTS (21st Century CLC Contracted Services).....$25,000

GEN-M-I-RV1-MU-ECTS (American Reinvestment and Recovery Act (ARRA) Title I-A — Contracted Services).....$24,500

PRIME Contractor Information

Certified HUB Vendor? .....No
PRIME Price Quote Annually.....TBD
Total # of Employees 3*
Total # of Minorities 3*
Total # of Women 3*

*taken from December 2006 response

HUB Participation

Required..... 10%
Proposed.....10% non-salaried
$ Value.....TBD

Student Engagement

Paid Student Employment Hourly Commitment.....NA
Student Education Hourly Commitment.....NA

RFP 539 Authorization to Increase Funding for 21st Century Community Learning Centers

1. The Administration is requesting authorization to increase funding for 48 elementary, K-8, and middle-school CLCs. In July 2010, the Board approved $99,000 contracts for each of the CLCs. The base funding for these contracts was secured through American Reinvestment and Recovery Act ("ARRA") Title I-A and 21st-Century Community Learning Center grants awarded to the District by the Wisconsin State Department of Public Instruction (DPI).

2. The Administration requests authorization to increase funding for these contracts with community-based organizations (CBOs) that are lead agencies operating the elementary, K-8, and middle-school CLCs to support an intensive referral-based academic tutoring program for students most in need of academic intervention based on their WKCE or district benchmark assessments: Elementary and K-8 CLC contracts will increase by $7,000 each, and each middle-school CLC contract will increase by $3,500. The academic tutoring program will be facilitated by two highly qualified tutors (certified teachers) in the elementary and K-8 sites and one highly qualified tutor for the middle-school sites, for a minimum of three hours per week for 25 weeks in either math or reading. The funding is available through ARRA Title I-A funding.

3. Elementary and K-8 CLCs targeting students who are performing below level in reading will implement Houghton Mifflin Harcourt's (HMH's) *Journeys Reading Tool Kit* for grades 1-3 and HMH's *Journeys Literacy Toolkit for grades 4-6***.** Directly aligned with the *Journeys* reading series being implemented by MPS for the 2010-11 school year, these curricula are intervention kits for readers who have learning gaps. The Administration is presently working to identify an intervention program for CLC middle-school sites targeting students in grades six through eight who are performing below level in reading.

4. Elementary and K-8 CLCs targeting students who are performing below level in math will implement Harcourt's *Mathletics* for grades 1-6**.** Directly aligned with the *Everyday* math series being implemented by many MPS schools in the 2010-11 school year, *Mathletics* is an intensive intervention program that helps teachers accelerate the mathematical achievement of all students, but particularly of those who are struggling.

5. Middle-school sites targeting students in grades 6-8 who are performing below level in math will implement Pearson's *AMP Math System*. The *AMP Math System* is a unique intervention program that helps middle-school students bring their math skills up to grade level.

6. The nine Milwaukee-area community-based organizations included in this item were all previously granted contract awards under RFP 539 to operate Milwaukee Public Schools CLCs. The contracts will run from July 1, 2010, through June 30, 2011. The contract increases will not exceed the amounts indicated below.

CLC Contract Increases FY11		
Agency	**Site**	**Amount of Increase**
Boys & Girls Clubs	Allen-Field Elementary School	$7,000
Boys & Girls Clubs	Audubon Middle School	$3,500
Boys & Girls Clubs	Bethune K-8 Academy	$7,000
Boys & Girls Clubs	Brown Street K-5 Academy	$7,000
Boys & Girls Clubs	Carver K-8 Academy	$7,000
Boys & Girls Clubs	Cass Street K-8 School	$7,000
Boys & Girls Clubs	Clarke Street K-8 School	$7,000
Boys & Girls Clubs	Dr. Martin Luther King, Jr. K-8 School	$7,000
Boys & Girls Clubs	Eighty-first Street K-8 School	$7,000
Boys & Girls Clubs	Engleburg Elementary School	$7,000

CLC Contract Increases FY11		
Agency	**Site**	**Amount of Increase**
Boys & Girls Clubs	Fifty-third Street K-8 School	$7,000
Boys & Girls Clubs	Fratney Elementary School	$7,000
Boys & Girls Clubs	Gaenslen K-8 School	$7,000
Boys & Girls Clubs	LaFollette K-8 School	$7,000
Boys & Girls Clubs	Lincoln Avenue Elementary School	$7,000
Boys & Girls Clubs	Lloyd Street Elementary School	$7,000
Boys & Girls Clubs	Maple Tree Elementary School	$7,000
Boys & Girls Clubs	Metcalfe K-8 School	$7,000
Boys & Girls Clubs	Mitchell K-8 School	$7,000
Boys & Girls Clubs	Pierce Elementary School	$7,000
Boys & Girls Clubs	Riley Elementary School	$7,000
Boys & Girls Clubs	Rogers Street K-8 Academy	$7,000
Boys & Girls Clubs	Sherman K-8 School	$7,000
Boys & Girls Clubs	Siefert Elementary School	$7,000
Boys & Girls Clubs	Thirty-fifth Street K-8 School	$7,000
Boys & Girls Clubs	Townsend K-8 School	$7,000
Boys & Girls Clubs	Vel Phillips Secondary School of the Arts	$3,500
Boys & Girls Clubs	Vieau K-8 School	$7,000
Boys & Girls Clubs	Wedgewood Park International School	$3,500
Boys & Girls Clubs	Zablocki Elementary School	$7,000
COA Youth & Family Centers	Auer Avenue K-8 School	$7,000
COA Youth & Family Centers	Hopkins K-8 School	$7,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$7,000
COA Youth & Family Centers	Lincoln Center Middle School of the Arts	$3,500
Journey House	Humboldt Park K-8 School	$7,000
Journey House	Longfellow K-8 School	$7,000
Latino Community Center	Kagel Elementary School	$7,000
Neighborhood House	Story K-8 School	$7,000
Neu-Life Community Center	Jackson Early Childhood/Elementary School	$7,000
Northcott Neighborhood House	Green Bay Avenue K-8 School	$7,000
Northcott Neighborhood House	Greenfield K-8 School	$7,000
Northcott Neighborhood House	Keefe Avenue K-8 School	$7,000
Northcott Neighborhood House	Wheatley Elementary School	$7,000
Our Next Generation	Westside Academy I & II	$7,000
Silver Spring Neighborhood Center	Browning Elementary School	$7,000
Silver Spring Neighborhood Center	Burroughs Middle School	$3,500
Silver Spring Neighborhood Center	Northwest Secondary MS	$3,500
Silver Spring Neighborhood Center	Thurston Woods Campus	$7,000
Total		$315,000

Aggregate Review of All CLC Vendors

Budget Code GEN-X-I-RV1-XX-ECTS (American Reinvestment and Recovery Act (ARRA) Title I-A — Contracted Services).....$315,000

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote Annually ..... TBD
Total # of Employees ..... —
Total # of Minorities ..... —
Total # of Women ..... —
HUB Participation
Required 10%
Proposed 10%
$ Value ..... TBD

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... NA

RFP 539 Authorization to Enter into a Contract with Silver Spring Neighborhood Center to Facilitate Operations of Custer High School Community Learning Center (CLC)

The Administration is requesting authorization to enter into a contract with Silver Spring Neighborhood Center (SSNC) to facilitate operations of Custer High School Community Learning Center (CLC).

In July 2010, the Board approved $70,000 for Boys and Girls Clubs of Greater Milwaukee to facilitate CLC operations at Custer High School. On August 24, 2010, Boys and Girls Clubs of Greater Milwaukee provided formal notification to the Administration that they would not enter into the contract as lead agency of the Custer High School CLC. As a result, SSNC has been chosen by the Custer High School administration to assume lead-agency responsibilities for the Custer High School CLC.

The vendor was chosen pursuant to RFP 539, which is a continually posted RFP. Silver Spring Neighborhood Center currently serves as the lead agency representative for Browning Elementary School CLC, Burroughs Middle School CLC, and Thurston Woods Campus CLC.

The contract will run from July 1, 2010, through June 30, 2011. The total cost of the contract increase will not exceed $70,000, and the full amount of the contract will not exceed $70,000.

Silver Spring Neighborhood Center

Budget Code GEN-H-I- DL1-CT-ECTS (21st Century CLC Contracted Services-Custer High School) $70,000

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote Annually ..... TBD
Total # of Employees 3
Total # of Minorities 3
Total # of Women 1
HUB Participation
Required 10%
Proposed ..... 10% non-salaried
$ Value ..... TBD

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... NA

RFP 656 Authorization to Increase a Contract with Soliant Staffing for the Provision of Nursing Services

The Administration is requesting authorization to increase the existing contract with Soliant Staffing to provide additional nursing services to MPS schools.

MPS is currently facing a severe shortage of nursing staff. The Human Resource Department is unable to hire enough nurses to fill vacant positions, making it necessary to contract for these services. Soliant was chosen as a vendor to provide nursing services pursuant to RFP 656. In August, the Board approved a contract with Soliant to provide six nurses to MPS. Since that time, there have been unexpected vacancies due to attrition and the number of nurses needs to be increased to 11 to fulfill MPS' needs.

This increase authorizes Soliant to provide up to five additional full-time nurses at a cost not to exceed $450,000, bringing the total cost of the contract to $1,710,000. The contract will run from the date of execution through June 30, 2011.

Soliant Health

Budget Code: NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services).....$450,000

PRIME Contractor Information
- Certified HUB Vendor?.....No
- PRIME Price Quote Annually.....TBD
- Total # of Employees.....2,666
- Total # of Minorities.....536
- Total # of Women.....1,346

HUB Participation
- Required.....NA
- Proposed.....NA
- $ Value.....NA

Student Engagement
- Paid Student Employment Hourly Commitment.....NA
- Student Education Hourly Commitment.....10

RFP 656 Authorization to Contract with Premier Medical Staffing for the Provision of Nursing Services

The Administration is requesting authorization to contract with Premier Medical Staffing for the provision of nursing services to MPS schools. MPS is currently facing a severe shortage of nursing staff. The Human Resource Department is unable to hire enough nurses to fill vacant positions, making it necessary to contract for these services.

Premier, which was chosen as a vendor to provide nursing services pursuant to RFP 656, will provide two nurses to meet MPS's present need. The contract will run from the date of execution through June 30, 2011, at a cost not to exceed $180,000.

Premier Medical Staffing

Budget Code: NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services).....$180,000

PRIME Contractor Information
- Certified HUB Vendor?.....Yes — WBE
- PRIME Price Quote Annually.....TBD
- Total # of Employees.....145
- Total # of Minorities.....68
- Total # of Women.....127

HUB Participation
Required 0%
Proposed 100%*
$ Value ..... TBD

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment 10

*In November 2009, Premier Medical Staffing indicated that it was in the process of certification. This office has not received a copy of its WBE certification.

RFP 656 Authorization to Increase a Contract with MJ Care for Speech and Language Services for Schools

The Administration requests authorization to increase the amount of the existing contract with MJ Care to provide speech pathologists to MPS schools.

MPS has been unable to hire speech pathologists in sufficient numbers to fill vacant MPS positions to provide mandated services to MPS students with IEPs.

MJ Care, which was chosen as a vendor pursuant to RFP 656, will provide one additional speech pathologist. The contract period will be from the date of execution through June 30, 2011. The total cost of the contract will not exceed $90,000. Expenditures will be initially charged to the central accounts listed below, but subsequently will be charged to the schools using the services.

MJ Care

Budget Code: SSU0AIF1DW-ECTS (IDEA — Contracted Services — District-wide) $90,000

PRIME Contractor Information
Certified HUB Vendor? ..... Yes — WBE
PRIME Price Quote Annually ..... TBD
Total # of Employees 594
Total # of Minorities 22
Total # of Women 534

HUB Participation
Required 0%
Proposed ..... 100% WBE
$ Value ..... TBD

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment 10

RFP 501 Authorization to Enter Into a Contract with MTEC to Provide Instructional Support for the First Nations Program

The Administration is requesting authorization to enter into a contract with MTEC to provide services for the First Nations Program. The services include the provision of culturally relevant programming for students, teachers, and parents and compliance services. In particular, the vendor will provide curriculum development, oversight of the American Indian Resource Library for MPS, integration of American Indian culture into the curriculum, professional development workshops for We Indians staff, and oversight, monitoring, and assistance in the development of reading programs. The vendor will also collect data from the

reading programs, attend the IEP meetings of American Indian children, assist in the development of special education workshops for parents of children with special education needs, and perform other duties as assigned by the We Indians Coordinator.

The vendor was chosen pursuant to RFP 501. The contract will run from the date of execution through July 31, 2011. The total cost of the contract will not exceed $37,000.

MTEC

Budget Code: CHIOSKK1BIECNS (Wisconsin Education Indians — Contracted Services — Bilingual) $37,000

PRIME Contractor Information
- Certified HUB Vendor?.....No
- PRIME Price Quote Annually ..... NTE 437,000
- Total # of Employees.....196
- Total # of Minorities.....48
- Total # of Women.....146

HUB Participation
- Required .....NA
- Proposed .....NA
- $ Value .....NA

Student Engagement
- Paid Student Employment Hourly Commitment .....NA
- Student Education Hourly Commitment.....NA

RFP 576 Authorization to Enter into a Contract with Class.com for Online Curriculum and Support Services

The Administration requests authorization to enter into a contract with Class.com to provide online high-school curricula and support services.

The Class.com curriculum, which includes 56 courses, covers the areas of mathematics, science, language, social studies, skills development, and business and technology. Class.com was designed based on extensive research by the University of Nebraska to specifically meet the needs of at-risk youth. The program has already been used for two years at Transition High School, a school that serves students returning to high school after periods of incarceration, expulsion, or extended truancy. Online learning forms the basis of Transition's ability to serve students who start their schooling at varying times throughout the year and is a core component of each student's individualized Personal Educational Plan.

In addition to curriculum, Class.com provides installation support, technical assistance, and professional development for online instructors.

The contracts will run upon execution through June 30, 2011. The total cost of the contract will not exceed $85,710.

Class.com

Budget Code: ORCHSTRNTZ-ECTS (Transition School — Contracted Services).....$85,710

PRIME Contractor Information
- Certified HUB Vendor?.....No
- PRIME Price Quote Annually .....TBD
- Total # of Employees.....29*
- Total # of Minorities.....4*
- Total # of Women.....7*

*based on original 2007 response information

HUB Participation
Required 5%
Proposed .....5% WBE
$ Value $4,286

Student Engagement
Paid Student Employment Hourly Commitment .....NA
Student Education Hourly Commitment.....NA

RFP 696 Authorization to Enter into Contract with Education 2020 to Provide GED Option #2 Course and After-School Tutoring Program

The Administration requests authorization to enter into a contract with Education 2020 to provide online high-school curricular and support services. Education 2020 was chosen as a vendor pursuant to RFP 696.

This vendor is a software company that will provide the GED Virtual Tour course program for GED Option #2 schools. Education 2020 will also provide 300 licenses to choose from a menu of 50 courses for the credit-recovery program in the after-school tutoring program known as Select 20, which is offered at the high-school CLC sites.

The contract will run from October 1, 2010, through July 30, 2011. The total cost of the contract will not exceed $221,300.

Education 2020

Budget Codes: GEN-O-I- G21-SM-ECNS-0000 (ARRA GED — Contracted Schools — Consultant Services) $48,700.00

GEN-O-I-G21_SM-ECTS-0000 (ARRA GED — Contracted Schools — Consultant Services) $100,000.00

GEN-0-I-RV1-CI-ECTS-0000 (ARRA After School Tutoring — Contracted Services Teaching and Learning) $72,600.00

PRIME Contractor Information
Certified HUB Vendor?.....No
PRIME Price Quote Annually .....TBD
Total # of Employees.....102
Total # of Minorities.....12
Total # of Women.....71

HUB Participation
Required .....NA
Proposed .....NA
$ Value .....NA

Student Engagement
Paid Student Employment Hourly Commitment .....NA
Student Education Hourly Commitment.....NA

RFP 651 Authorization to Extend a Contract with Milwaukee Center for Independence to Provide Breakfast Kits

The Administration requests authorization to extend a contract with Milwaukee Center for Independence ("MCFI") to provide breakfast kits to MPS.

MCFI, which was chosen pursuant to RFP 651, assembles and delivers an agreed-upon number of Fuel4U Breakfast Kits to MPS's prime vendor, Sysco, at negotiated prices. This is the second year of the contract.

The contract will run from November 1, 2010, through October 31, 2011, with the option to extend for one additional year. The amount of the contract will depend on the number of breakfasts purchased; however, based on Fiscal Year 2010 breakfast participation numbers, it is anticipated that revenues to MCFI will approximate $3.4 million. The contract does not provide a "not-to-exceed" dollar amount because payment is made based solely on the number of breakfast kits actually purchased, a number not currently known and which the District hopes to increase.

MCFI

Budget Code: BKF-0-0-BKF-XX-EFOD (District-wide — Food)..... Varies

PRIME Contractor Information
- Certified HUB Vendor?.....No
- PRIME Price Quote Annually (estimated) $2,992,874
- Total # of Employees.....TBD
- Total # of Minorities.....180
- Total # of Women.....415

HUB Participation
- Required 15%
- Proposed 15%
- $ Value .....TBD

Student Engagement
- Paid Student Employment Hourly Commitment .....*
- Student Education Hourly Commitment.....16 hours
- Student Career Awareness requirement.....10 hours

*Employ 19 students per semester as general workers in assembly.

RFP 553 Authorization to Enter into a Contract with the University of Wisconsin-Milwaukee for Math Leadership and Development Training

The Administration requests authorization to enter into a contract with University of Wisconsin-Milwaukee (UWM) as part of the Milwaukee Mathematics Partnership (MMP). The MMP is a collaboration involving UWM, MATC, and MPS which brings together mathematicians, education faculty, and classroom teachers to design mathematics-education courses for future teachers.

UWM, through its Center for Mathematics and Science Education Research, will provide leadership expertise in mathematics education by working in collaboration with the MPS mathematics curriculum specialist and mathematics teaching specialists. UWM will also offer university courses designed specifically for the professional development of MPS teachers, teacher leaders, and administrators in mathematics education.

The term of the contract will be upon execution through August 31, 2011. The total cost of the contract shall not exceed $185,000. The cost of the contract includes instructional and administrative costs, including materials for participants.

UWM

Budget Code: MTL0SBDCDW-ECTS (District-wide — Contracted Services) $185,000

PRIME Contractor Information
- Certified HUB Vendor?.....No
- PRIME Price Quote Annually .....TBD
- Total # of Employees.....4,919
- Total # of Minorities.....1,200
- Total # of Women.....2,616

HUB Participation
Required ..... NA
Proposed ..... NA
$ Value ..... NA

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... NA

RFP 464 Authorization for a Contract with Hanssen Consulting LLC To Evaluate the Milwaukee Mathematics Partnership

The Administration seeks authorization to enter into a contract with Hanssen Consulting LLC to evaluate the effectiveness of the Milwaukee Mathematics Partnership (MMP) project. The MMP is a collaboration among MPS, UWM, and MATC dedicated to closing the achievement gap in the area of mathematics and to preparing students for success in post-secondary education.

Hanssen Consulting will evaluate the impact of the MMP on MPS educators' instructional practices and on student achievement in the 114 schools currently participating in the MMP. Hanssen will provide both an executive summary and a comprehensive written report as contract deliverables. The deliverables will include information sufficient to make an informed decision upon the advisability of the continued funding of the project.

The term of the contract will be upon execution through August 31, 2011. The total cost of the contract shall not exceed $80,000.

Hanssen Consulting

Budget Code: MTL-0-S-BDC-DW-ECTS (District-wide — Contracted Services) $80,000

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote Annually ..... TBD
Total # of Employees 4
Total # of Minorities 0
Total # of Women 3

HUB Participation
Required ..... NA
Proposed ..... NA
$ Value ..... NA

Student Engagement
Paid Student Employment Hourly Commitment ..... NA
Student Education Hourly Commitment ..... NA

B-5587 Authorization to Enter into a Contract with EdTech Strategies, LLC, for the Provision of E-Rate Consulting Services

The Administration is requesting authorization to enter into a contract with EdTech Strategies, LLC, to provide E-Rate Consulting Services.

E-Rate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company under the direction of the Federal Communications Commission. The Fund was established as part of the Telecommunications Act of 1996 with the express purpose of providing affordable access to telecommunications services for all eligible schools and libraries, particularly those in rural and economically disadvantaged areas.

Application for E-Rate funds is a highly technical, confusing, and complicated process. Because the FCC is in the process of issuing new rules that substantively change the process, the application process will be even more difficult to navigate.

This year, MPS is seeking to issue RFPs and contracts that will replace the analog telephone system with a new VOIP (Voice over Internet Protocol) system. To ensure MPS qualifies for the maximum amount allowable, MPS needs expert advice.

EdTech Strategies, LLC, was chosen via Bid 5587. The contract will run from the date of execution through June 30, 2011. The total cost of the contract will not exceed $243,500.

EdTech Strategies, LLC

Budget Code: TSV-0-0-TEC-TC-ECTS (Technology — Contract Services) $243,500

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually ..... NTE $70,000
- Total # of Employees ..... NA
- Total # of Minorities ..... NA
- Total # of Women ..... NA

HUB Participation
- Required ..... NA
- Proposed ..... NA
- $ Value ..... NA

Student Engagement
- Paid Student Employment Hourly Commitment ..... NA
- Student Education Hourly Commitment ..... NA

Director Falk in the Chair.

Director Bonds moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Miller, Petersons, Spence, Thompson, Woodward and President pro tem Falk—7.

Noes—None.

Temporarily absent—Director Blewett—1.

President Bonds resumed the Chair.

* * * * *

(Item 5) Action on the Award of Exception-to-Bid/Sole-Source Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contracts (exception-to-bid) and purchases.

1. Authorization to Enter Into a Contract with Southtown YMCA for Recreational, After-School Sports, and Childcare Programming.

The Administration is requesting authorization to enter into a contract with the Southtown YMCA to provide I.D.E.A.L. School with recreational programming during the school day. In addition, the YMCA will administer and coach organized after-school sports leagues such as volleyball, basketball, touch football, and softball. Southtown YMCA will also provide childcare programming.

The relationship with the Southtown YMCA was written into I.D.E.A.L.'s charter. Southtown YMCA is the only organization in close enough geographical proximity to provide these services.

The services are provided at a 50% discount.

The contract will begin upon execution and run through June 15, 2011. The total cost of the contract will not exceed $49,999.00.

Southtown YMCA

Budget Code: GEN-O-S-BDS-ID-ECNS (Contracted Services) ..... NTE $49,999

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually ..... TBD
- Total # of Employees ..... NA
- Total # of Minorities ..... NA
- Total # of Women ..... NA

HUB Participation
- Required ..... NA
- Proposed ..... NA
- $ Value ..... NA

Student Engagement
- Paid Student Employment Hourly Commitment ..... NS
- Student Education Hourly Commitment ..... NA

2. Authorization to Enter into a Contract with Columbia St. Mary's Hospital Milwaukee for Smart Smiles Services

The Administration is requesting authorization to enter into a contract with Columbia St. Mary's Hospital Milwaukee, d/b/a St. Elizabeth Ann Seton Dental Clinic, to provide Smart Smiles services.

St. Elizabeth Ann Seton's Smart Smiles teams will provide school-based, comprehensive preventive and maintenance oral health care to 2,000 students in 15-20 MPS schools. Services will include oral health education, oral prophylaxis, fluoride treatment, and dental sealants.

The federal grant that provided the funds for these services specified St. Elizabeth Ann Seton Dental Clinic as the provider to be used.

The contract will run upon execution through August 31, 2011. The total cost will not exceed $198,000.

St. Elizabeth Ann Seaton Dental Clinic

Budget Code: DNT-0-S-S41-XX-ECTS (Dental — contracted services) $198,000

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually ..... NTE $198,000
- Total # of Employees ..... NA
- Total # of Minorities ..... NA
- Total # of Women ..... NA

HUB Participation
- Required ..... NA
- Proposed ..... NA
- $ Value ..... NA

Student Engagement
- Paid Student Employment Hourly Commitment ..... NA
- Student Education Hourly Commitment ..... NA

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Monthly Report of the Chief Accountability and Efficiency Officer

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Update on Current Projects

1. Project — Survey Districts To Identify Options Available in Food Service

   a. The Administration requested that the Office of Accountability and Efficiency (OAE) work with Operations, Procurement and Food Service to identify feasible options for MPS in the area of food service.

   b. The collaborative conducted an informal interview process o help gain an understanding of the options available to the district and compiled a list of comparable school districts and key contacts in operations/food service. A questionnaire was developed as a script to focus conversations on areas of interest. The following summarizes the areas of focus and questions:

      - What model of food service do you operate under?
      - Do you contract with anyone to produce or provide any other key food services?
      - What are the types of services that are privatized?
      - What is the type of contract used and the cost structure?
      - What questions are there regarding quality and service?
      - What are issues and concerns?

   c. The purpose of this study was to gather information in an effort to enhance the decision process by listing the strengths and weaknesses associated with each of these choices available. By identifying weaknesses observed in other school districts, MPS may be able to transfer this into a more robust RFP that will serve to gather more accurate proposals that serve the district’s needs and costs.

Disclaimer: There is an inherent risk in this type of survey that it may create biases. The respondents' personal experiences with one or more of these companies or options often lead to strong opinions. The purpose was not to evaluate their specific programs, but to gain an understanding of their overall experience and the pros and cons. It was established that their comments would be "off record," and it should be noted that their experiences may be the result of their initial proposals and contracts.

d. Results. Surveys were conducted across several districts, all of which varied in their current food-service structures. Questions were also asked of privatized food-service companies, venders, and food-service consultants. MPS representatives followed the script of questions, but asked additional questions as needed. Each representative took his or her own notes from the interviews and then debriefed after interviews. The results were combined into a summary and chart that outlined the noted options with strengths and weaknesses. This was then submitted to the operations department.

2. Project — Records Retention

a. *Overview*

(1) School districts accumulate thousands of pages of records every year. Questions arise frequently regarding record retention, destruction, and the interpretation of statutes relating to the transfer of records. Records are not only a basic tool of transacting business on behalf of Wisconsin governmental agencies, but they are also the foundation for government accountability. Records management, therefore, is both required and regulated by Wisconsin law.

(2) The OAE was tasked by the Administration and the Office of Board Governance to review the current records-management system.

b. *Brief*

(1) Initial analysis is that there is no overall document-retention-and-destruction process in place within the district. Many documents are being kept on a permanent basis when they are not needed, while others may be prematurely destroyed. Over the district's history, many documents have been moved to outside storage, but as employees move on or retire, the tracking of these documents is lost.

(2) Overall, individual employees are generally aware of the documents they are maintaining, but are not always aware of what their predecessors have done. The result is that MPS has storage warehouses filled ceiling to floor with documents. Conversely, some documents that must legally be maintained have not been. The current process is not only inefficient, but may be violating current record-retention laws.

c. *Phase 1 — Address current legality issues presented by the City Attorney.*

The following recommendations will be presented to the Board during the next meeting of the Board's Committee on Legislation, Rules and Policies.

Issue:	Currently, the district lacks an overall records retention and destruction policy.
Recommendation:	That the OAE draft a preliminary records-retention policy that will incorporate the "Wisconsin Records Retention Schedule for School Districts" prepared by the Wisconsin

Department of Public Instruction (DPI) in May 2010. This will establish an initial policy to retain documents specifically listed by DPI and allow the district to be compliant in its record scanning and destruction.

Recommendation: That a records-retention committee be formed to oversee the development and maintenance of the districts records-management program and to promote a district-wide vision. It will also serve to help in the transition of new policies while looking for more efficient electronic solutions.

d. Phase 2 — Compile initial list of documents, including approximate location and estimated length of retention

In anticipation of the creation of the Records-Management Committee, as recommended above, a master template was created to compile an initial list of documents, their approximate locations, and estimated years of documents in retention. This template has been distributed across the district.

3. Project — Evaluation of Contracting Process

a. Brief

The January 2009 Internal Audit Report on Contracting estimated that there were more than 1,600 contracts in the district. As there is no central process to store all contracts or a centralized contract flow, the total number of contracts cannot be determined. Procurement has been working over the past few years to streamline the number of vendors and to increase the number of district master contracts.

b. Current Steps

(1) Gain an understanding of current process

(2) Identify key contract stakeholders and their major issues/risks

(3) Define contract criteria and district requirements from stakeholders

(4) Schedule meeting with the financial system's vendor to perform gap analysis between district needs and system capabilities:

(a) Assess ability to incorporate better automation into contract process and "Electronic Contract Routing"

(b) Link RFP procedures to contracting process.

(c) Electronically link contract payments into annual budgets

(d) Align contract payments to tasks or cycles before completion payments are made

(e) Gain efficiency and identify opportunities for transparency.

(5) Draft process flow and implement

(6) Examine overall policies and make recommendations as needed.

c. Issues

(1) No central location for all contracts.

(a) Not able to easily identify all the different contracts or each year's revisions.

(b) Contracts are not in one location and often difficult to find.

(c) Need to identify recurring vendors and additional opportunities to standardize contracts.

(2) Contract follow-up is difficult and not always done.

(a) Need to see if initial RFP requirements (e.g., service expectations, diversity) were met.

(b) Link contract to original RFP/bid document.

(3) No standard contract processing and approval routing

(a) Need to ensure that all contracts are properly routed to required departments, such as procurement and contract compliance, so that all contract criteria are incorporated into approvals.

(b) All contracts need to be routed through the contract specialist, who then needs a centralized location for questions and issues.

(c) Need to obtain contract approvals and retain comments to document-approval process.

(4) Need to incorporate costs-benefit analysis and service-level metrics into contracting process.

d. *Timeline.* An initial analysis has been made and incorporated above. The first meeting with the financial system's vendor will take place at the end of September 2010. This will be an ongoing process due to the magnitude and quantity of contracts that move through the district. The status will be continually updated.

Update on the Supplemental Educational Services (SES) Program

4. The Administration requested the OAE to analyze efficiencies that may be obtained within the Supplemental Education Services (SES). *This report was NOT intended to assess the effectiveness of the overall program or the individual providers.*

a. *Program description.* SES is a tutoring program offered free of charge to qualifying children through the No Child Left Behind Act of 2002. MPS is tasked with administering the program and distributing federal funds to DPI's pre-approved tutoring providers. Providers are paid based on actual student hours, with a maximum of $2,341 per student. Parents are free to choose whichever vendor they feel appropriate.

b. *Concerns.* The SES director pointed out the following three concerns:

- Invoicing — The invoicing-review process is very time-consuming due to the monitoring of student time-entry. Historically three additional temporary workers have been needed to check invoices for accuracy.
- Background Checks — There is constant follow-up on with providers and requests that background checks be submitted.
- Program Monitoring — Tremendous effort is made to monitor program such requirements as recruitment parameters, location, class size, etc.

c. *Analysis*

(1) Providers often issue incorrect billing to MPS, and the invoice-reconciliation process is very time-consuming. Each invoice is reconciled by the SES Department by manually cross-referencing each invoice item to a manual sign-in sheet. Each child's name, date, time, and signature are compared with the invoice

to verify that the child was in attendance. Incorrect invoices are then returned to the providers with notification of the error. This process is often repeated several times before an invoice matches for payment.

(2) *This manual process, although inefficient, has been effective in catching errors and rejecting invoice items that would result in incorrect payments.* Automated solutions to positively identify the student's attendance are not immediately available to work with current system.

d. *Recommendation 1 — Assess MPS's Responsibility*

(1) A legal review should be conducted to assess MPS's fiduciary responsibility as it pertains to administering the SES program and in the distribution of funds.

(2) With an unofficial survey comparing the MPS contract with other school districts, MPS is taking many extra steps with administering the program to help ensure that MPS students are receiving quality tutoring. There are 24 schools that qualify for SES, and 22 DPI-approved providers in Milwaukee, which will equate to almost 300 sites in FY11.

(3) Each provider creates its own proprietary program that varies in cost, length, and progress measurement. MPS and the SES director have been tasked to keep track of each of these programs, the scheduling, and overall program management, while being extremely diligent in ensuring that students are receiving the correct allocation of tutoring hours. It remains that administering SES program is a very arduous process.

(4) It should be noted that the FY11 SES provider contract was written with stronger termination language, which will allow MPS to terminate providers that are not following the program requirements. One specific example is that termination may result for failure by providers to follow MPS background-checking procedures for any paid or unpaid personnel.

e. *Recommendation 2 — Complete a Cost-Benefit Analysis*

A cost-benefit analysis should be completed over the next year to evaluate purchasing or upgrading the software system for automation to provide a more efficient means to positively identify children's attendance. This assumes that some form of SES will be continually funded by the federal government in the upcoming fiscal periods or that a new system could also benefit other extended-day programs.

f. The following constraints and items were also noted:

a. Automated devices — such as numbered key pads, electronic signatures pads or magnetic ID card scanners — will not immediately work with existing software without modifications or the purchase of new software.

b. There are approximately 300 tutoring sites, and the automated devices will cost between $100 to $500 per location. It is unclear to the OAE at this time whether this would be a cost to MPS or to the providers.

c. Implementing the above devices could possibly require the tutoring sites to have internet access so that they could log into the system. The internet may also not be available at all tutoring locations, and this need would have to be addressed.

d. It has recently upgraded the legacy system to a new programming platform which provides some enhancements. These upgrades allow the IT Department to add check boxes and pull-down menus, making existing procedures slightly less cumbersome.

e. Positive identification systems such as biometrics that use finger printing or other absolute identification have been initially dismissed due to varying opinions on implementing this type of technology.

f. The technology to positively identify a student's attendance could also be used to verify the tutor present. This would allow MPS to ensure that a valid background check had been completed for the tutor who taught the scheduled class.

g. The OAE has been told the current system, named A-Plus, is adequately working for the other MPS programs. The SES department is the only program that is requiring the A-Plus system to track students by the hour and then facilitate invoices for funding.

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(Item 7) Report and Possible Action on the Updated Purpose, Authority, Responsibilities, and Organizational Structure of the Office of Accountability and Efficiency (OAE)

Background

Given the recent finalization and Board adoption of the 2010-2011 MPS Organizational Chart, it has been requested that the purpose, authority, responsibilities, and organizational structure of the Office of Accountability and Efficiency be provided to the Board. The following, therefore, is submitted for the Board's review and possible action.

1. Purpose of the Office

   a. The Office of Accountability and Efficiency (OAE) is responsible for bringing transparency, oversight, and accountability to the financial operations, for evaluating fiscal performance, and for recommending solutions in furtherance of fiscal stewardship for Milwaukee Public Schools.

   b. It is the collective responsibility of the entire district and its stakeholders to advocate for an accountability-driven environment. The accountability environment is the culture that motivates us to fulfill our responsibilities, to perform work, and to achieve results and inspires us to report these results**.**

2. Authority and Responsibilities

   a. The OAE works with the Office of the Superintendent and the Office of Board Governance. The Chief Accountability and Efficiency Officer (CAEO) reports to the full Board through the Board's Committee on Accountability, Finance, and Personnel and provides an annual performance and accountability report offering projections and independent recommendations on the district's fiscal health.

   b. The Office of Accountability and Efficiency, as administered by the CAEO, will work cooperatively with the Administration and the Office of Board Governance to develop procedures and policies related to the following:

      (1) contract compliance and monitoring of compliance for all contracts, including the contracting process;

      (2) review of contracts and the contracting process from July 1, 2005, through July 1, 2010;

      (3) review of grants and recommendations for the reporting and management of grant funds, including all district requests for grants and all grant, endowment, and gift receipts to the district;

(4) analysis of fiscal and budgetary policy and assurance of a system of adequate internal controls that allow safeguarding of assets and accurate financial reporting;

(5) development of guidelines to ensure follow-up on findings and recommendations;

(6) development and publishing of guides to enhance public understanding and transparency of MPS fiscal and policy functions;

(7) analysis of Board and committee agenda items;

(8) regular reports to the Board's Committee on Accountability, Finance, and Personnel and liaison functions to other Board committees as needed;

(9) development of systems and procedures for providing information to the Office and throughout the District in a timely manner;

(10) review of position authority controls at the school and district levels;

(11) in cooperation with the Board, Administration, and Office of Board Governance, special projects as needed and assigned;

(12) an annual system-wide analysis and financial forecast, resulting in an annual performance and accountability report to the Milwaukee Board of School Directors. The report will conclude with the OAE's independent recommendations regarding fiscal management.

c. In addition, the OAE will create a website and maintain a strong internet reporting presence, publicizing district financial information, advancing fiscal efficiencies, and generally promoting transparency.

3. Organizational Structure

a. The Office of Accountability and Efficiency (OAE), under the direction of the Chief Accountability and Efficiency Officer (CAEO), reports to the Board through the Office of the Superintendent and the Office of Board Governance. In addition to the CAEO, the OAE currently comprises five positions in the Contract Compliance Services Area — the Manager of Contract Compliance Services, a Contract Compliance Officer, a Performance Audit Manager, an Administrative Support Specialist, and a Secretary II.

b. Additionally it has been agreed that a Financial Services Manager and a Fiscal Policy Analyst position will be included in the OAE staff.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the report on the updated purpose, authority, responsibilities, and organizational structure of the Office of Accountability and Efficiency (OAE); and

2. direct that the Office of Accountability and Efficiency be located at the Central Services facility and moved in the organizational chart to be a third Office, joining the Office of the Superintendent and the Office of Board Governance, reporting directly to the Board;

3. direct that, beginning in 2011, this position shall be an executive position, annually elected by a majority of the Board's membership at the Board's organizational meeting; and

4. direct the Board's President to negotiate an employment agreement the Chief Accountability and Efficiency Officer for a two-year contract, with an annual evaluation by the Board, commencing on July 1, 2010, continuing through June 30, 2012, with an

annual base salary of $120,000 and a retirement/benefit package to be consistent with that of the Board Clerk/Director, Office of Board Governance, except that this position shall be ERS-eligible, rather than WRS-eligible.

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Noes—Director Thompson—1.

Voting "present"—Director Petersons—1.

Temporarily absent—Director Spence—1.

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(Item 8) Action on an Intergovernmental Cooperation Agreement between the Milwaukee Public Schools and the Milwaukee Police Department to Continue the Implementation of the School Resource Officer Model

Background

1. On June 29, 2006, the Board received an informational report that included recommendations from the School Safety Planning Advisory Committee. One of the recommendations was to have a Milwaukee Police Department (MPD) presence in MPS schools via School Resource Officers (SROs).

2. On November 30, 2006, the Board approved the collaborative development (with the Mayor and Chief of Police) of a school security pilot model to increase safety in the district's schools. The SRO Model involves the assignment of one or two-officer squads to specific high schools. The officers' activities include conducting criminal investigations and prevention and intervention activities at the school.

3. The characteristics that MPS and MPD desire in SROs include a strong desire to be an SRO and specific skills and training in interacting with school-age youth. This is consistent with their selection process.

4. The Administration has also fulfilled an additional request by the Board to provide the community with an avenue through which to provide feedback regarding the pilots: Four community-based organizations acted as conduits to receive concerns regarding the pilots. The agencies included NAACP, Milwaukee Urban League, United Community Center, and Southside Organizing Committee.

5. In January 2007, the Milwaukee Board of School Directors approved the intergovernmental agreement between Milwaukee Public Schools and the Milwaukee Police Department relative to the SRO model.

6. Feedback relative to the SRO model has been positive. At the monthly meetings of the SRO Pilot Program Focus Committee, the respective high-school administrators made positive supporting comments in favor of the model. The individual officers were praised for their calm demeanors, dedication, and caring attitudes displayed toward the students.

Administration's Analysis

7. Finally, suspension data were also examined with respect to the SRO programs in the schools. Information in the Attachments to this item shows year-to-date information on the number of suspensions

at each school and the average number of suspension per student by category of incident (Learning Environment, Personal/Physical Safety, and Weapons). The average number of suspensions per student has varied by year and by school since 2005-06.

8. The Administration has continued collaborating with the Milwaukee Police Department and the Office of the City Attorney to develop an intergovernmental agreement to continue the SRO model to include five schools — Bradley Tech, Custer, Hamilton, Pulaski, and Vincent High Schools — with the intent to add more schools. Northwest Secondary also has two SROs, but they are covered through a separate intergovernmental agreement due to alignment with a grant-funding cycle.

9. At this time, the Administration is requesting approval of the intergovernmental agreement between Milwaukee Public Schools and the Milwaukee Police Department to implement the SRO model at Bradley Tech, Custer, Hamilton, Pulaski, Vincent, and other high schools. Ten SROs will be funded by MPS and MPD — each to pay for half of the total costs. The Office of the City Attorney drafted the agreement as attached to the minutes of your Committee's meeting.

10. The Administration believes that implementation of this model is consistent with the district's Strategic Plan. It is an important component of the recommended activities from current and projected safety initiatives communicated to the Board.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: school staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measureable objectives: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

12. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

13. This item authorizes expenditures. The cost to implement this model per school year is not to exceed $375,000. The funds are in OGA-0-0-CRR-DW-ELPC (Safety Supplement — Intergovernmental Agreement). Final approvals are dependent on the Board's approval of each year's funding allocation as part of the budget-adoption process. In addition, the agreement allows for the termination of the agreement by either party for convenience upon ninety (90) days' written notice to the other party.

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will work closely with the Milwaukee Police Department to begin the necessary steps to implement the models at the respective schools.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Agreement, as attached to the minutes of your Committee's meeting, between Milwaukee Public Schools and Milwaukee Police Department to implement the School Resource Officer model at Bradley Tech, Custer, Hamilton, Pulaski, and Vincent High through the 2011-2012 school year — not to exceed $375,000 per school year.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 9) Action on an Intergovernmental Agreement with the City of Milwaukee to Provide Law-Enforcement Services to Milwaukee Public Schools for the 2010-11 School Year

Background

1. The safety and security of MPS students and staff, in and around schools, is essential to their respective abilities to learn and teach effectively. Personnel from the Division of School Safety and Security ("School Safety Assistants") augment a school's staff to support their efforts to provide and maintain a safe school environment. Likewise, it is readily recognized that students and staff also must be afforded safety and security as they report to and from school. MPS schools are supported in this regard by the Milwaukee Police Department (MPD) when its officers are called upon to enforce state laws and city ordinances.

2. The Division of School Safety and Security maintains a constant dialog with MPS school principals and the Milwaukee Police Department regarding issues that affect the safety and security of MPS schools, students, and staff. All parties agree, by way of empirical data, that the safety and security of students and staff is adversely affected by the presence of non-students in the immediate vicinity of schools. This is particularly true for district high schools.

3. During the 2005-06 school year, the Administration determined that non-students were creating disturbances by confronting students, staff, and others associated with specific high schools as students and staff were leaving the schools and in the vicinity of the schools. In an effort to address this issue, MPS requested that the Milwaukee Police Department provide a uniformed police presence at the exterior of the large comprehensive high schools during dismissal time as a deterrent to these confrontations and disturbances.

4. To address this problem during 2005-06, the Administration collaborated with the Chief of Police to provide a police presence at the high schools between 3:00 and 4:30 p.m. Because of the success of this arrangement, the Administration recommended continuation of this model in future years in the best interests of safety for MPS students and staff.

5. For the past four years, the Milwaukee Board of School Directors has approved continuation of this intergovernmental agreement for this successful partnership between MPS and the Milwaukee Police Department. School leaders have noticed the increased support by the MPD, which has created a safe and supportive school community after school.

6. For each semester, the Director of School Safety for MPS and the Milwaukee Police Department will mutually determine the schools that would benefit from the patrols. The Administration will determine when to start service during each semester in order to be proactive relative to the safety of students and staff.

Administration's Analysis

7. The purpose of the agreement is to improve the safety of students, staff, and others associated with the identified high schools. The terms of the intergovernmental agreement to provide the additional service at the selected high schools call for the Milwaukee Police Department to furnish fully marked police squads with two on-duty officers to patrol each of the areas surrounding the identified high schools. The MPS Director of School Safety and the MPD designee may, from time to time, mutually agree that one on-duty officer or bicycle or motorcycle officers are acceptable.

8. Marked MPD squads shall patrol the above-defined areas during the hours of 3:00 p.m. until 4:30 p.m. each designated school day, and at such times as agreed upon between the MPS Administration and MPD designee.

9. Upon approval by the Board, the agreement will cover services as needed during the 2010-2011 school year.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rule Statement

11. This item is consistent with Administrative Policy and Procedure 4.03, Security.

Fiscal Impact Statement

12. This item authorizes expenditures up to $60,000. Funds for this expenditure are budgeted in account OGA-00-CRR-DW-ELPC (Safety Supplement — Pay to Other Governmental Units).

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will execute the Intergovernmental Agreement with the City of Milwaukee.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Agreement, as attached to the minutes of your Committee's meeting, between the Milwaukee Public Schools and the City of Milwaukee for the Milwaukee Police Department to provide law-enforcement services to the Milwaukee Public Schools during the first and second semester of the 2010-11 school year at a cost not to exceed $60,000.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 10) Action on a Resolution to Amend the Milwaukee Public Schools' 403(B) Plan To Include a Roth 403(B) Option To Be Effective January 1, 2011

Background

1. The Milwaukee Public Schools' 403(b) Plan is a voluntary retirement savings plan that permits employees to make pre-tax contributions. Investment earnings on the contributions grow tax-deferred until withdrawal, usually at retirement, at which time withdrawals, including earnings, are taxed as ordinary income.

2. Roth 403(b), which was created as part of the Economic Growth and Tax Reconciliation Act (EGTRRA), became available in January 2006. Roth 403(b) contributions are voluntary contributions made by employees with after-tax dollars.

3. The Roth 403(b) option offers certain advantages to employees, including the absence of the income restrictions that apply to Roth IRAs. Another advantage is that investment earnings on Roth 403(b) contributions are not taxed. This option allows those employees who have a longer time until retirement to accumulate tax-free earnings.

4. The contribution limits set by the Internal Revenue Service (IRS) for the Roth 403(b) option are the same as the IRS limits for the traditional 403(b). These limits cannot be "stacked" — this means that the annual 403(b) contribution limit (currently $16,500 in 2010) is a combined limit that applies to both traditional 403(b) and Roth 403(b) contributions.

Administration's Analysis

5. All approved vendors for the MPS 403(b) Plan can also offer a Roth 403(b) option. All vendors have indicated they will offer this option at their existing fee and cost structure. Such offerings would be under existing provider contracts with the district.

6. The addition of a Roth 403(b) option to the district's 403(b) plan can be accomplished by an amendment to the Plan Provisions section of Milwaukee Public Schools 403(b) Plan Document. This document, originally approved by the Board in December 2009, contains the required language for a Roth option that can be activated upon the Board's specific approval.

7. The Administration has discussed the addition of the Roth 403(b) option with all collective bargaining units, and all have agreed to an effective date of January 1, 2011.

8. The Administration recommends the addition of a Roth 403(b) option as a voluntary option to complement the district's voluntary supplemental retirement savings programs for employees. This can be accomplished on a no-cost basis to the district.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

10. Inclusion of a Roth 403(b) option under the district's 403(b) Plan is consistent with Board rules and does not conflict with any statutory or federal regulations, as advised by the Office of the City Attorney.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation and Assessment Plan

12. The Administration is required to set up a compatible electronic interface for the purpose of facilitating the reporting and payroll deductions for participant contributions. The system with the district's data aggregator will also require modification to implement this option. Contributions will be facilitated no later than the first payroll on January 7, 2011, for calendar year 2011.

13. The Administration is in the process of seeking signed Memoranda of Understanding from each of the collective bargaining units, all of which have indicated agreement with the offering of the Roth 403(b) option to its members.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, that the Milwaukee Public Schools 403(b) Plan is a voluntary retirement savings program permissible under Section 403(b) under the Internal Revenue Code.

BE IT RESOLVED by the Milwaukee Board of School Directors that the Milwaukee Public Schools 403(b) Plan be amended effective January 1, 2011, to include a Roth 403(b) voluntary option.

BE IT FURTHER RESOLVED that the Administration is hereby authorized and directed to implement the amendment to the Plan and all forms, procedures and processes necessary to implement a voluntary Roth 403(b) option effective January 1, 2011.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 11) Action on a Resolution to Include MPS under the State of Wisconsin's Deferred Compensation Plan

Background

1. The Wisconsin Deferred Compensation Program (WDC) is a voluntary, supplemental retirement savings program authorized under Section 457 of the Internal Revenue Code (IRC). The WDC Program, which was created by Wisconsin Laws of 1981 Chapter 187 and established in 1982 for state of Wisconsin employees, has been available to local government and public school districts. Requirements to participate in this program include the adoption of its resolution for inclusion and its offering to all employees.

2. The WDC Program is a voluntary deferred compensation program under Section 457(b) of the IRC and is commonly referred to as a deferred compensation program. Such programs allow eligible employees to save and invest before-tax dollars through voluntary salary deferrals, supplementing their retirement/pension benefits. Employee contributions and any earnings grow tax-deferred until the money is withdrawn, usually at retirement, when the participant is typically receiving less income and is in a lower income-tax bracket than while working. Withdrawals are subject to state and federal taxes.

3. The WDC Program has no minimum contribution amount required, and employees may contribute a maximum of 100% of their includable compensation, not to exceed the annual Internal Revenue Service (IRS) legal limit of $16,500 in 2010. Note that the IRS limit for 457(b) is in addition to, and is not offset by, the IRS limit for 403(b) tax-sheltered annuity plans. Section 457(b) also permits participants age 50 or older an additional limit of $5,000 annually. Employees may can use this feature for 403(b) and 457(b) in the same year. The Program also offers an additional catch-up feature for those within three years of normal retirement age.

Administration's Analysis

4. The Department of Employe Trust Funds (ETF) and the Deferred Compensation Board (WDC Board) have statutory authority for program administration and oversight. Members of the WDC Board are appointed by the governor. The WDC Board is the fiduciary for the WDC Program.

5. MPS Administration will not be required to contract for the selection, monitoring, and provision of investment options or the related recordkeeping administration, since the responsibility for these important functions rests with the WDC Board.

6. Participant contributions and earnings are held in a state trust for the sole and exclusive benefit of participants and their beneficiaries. The WDC Program offers five lifecycle funds and 16 options in the core investment spectrum. Participants also have more than 2,000 mutual fund choices through a self-directed brokerage option. The WDC Program assets as of May 2010 were $2.272 billion, with over 49,000 public employee participants.

7. The WDC Program operates on a zero-cost basis to the ETF, meaning that participant fees and reimbursement from investment providers provide the funding for program administration. Annual participant fees are as follows:

If participant balance is between:	Fee per month/year is:
$0-$5,000	$0/$0
$5,001-$25,000	$1.00/$12.00
$25,001-$50,000	$2.00/$24.00
$50,001-$100,000	$4.00/$48.00
$100,000 and up	$5.50/$66.00

8. The WDC Board has retained Great-West Retirement Services to provide the marketing, recordkeeping, and daily program administration. Great-West, which has an office in Milwaukee to service Milwaukee Public School employees, is prepared to support MPS Office of Human Resources in the rollout and ongoing marketing and support for this program.

9. The Administration recommends the addition of the WDC Program to complement the district's voluntary supplemental retirement savings programs for its employees. This can be accomplished on a no-cost basis.

Strategic Plan Compatibility Statement

10. The Administration's report supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

11. Inclusion of the district under the State of Wisconsin's Deferred Compensation Plan is consistent with Board rules and does not conflict with any statutory or federal regulations, as opined by the Office of the City Attorney.

Fiscal Impact Statement

12. This item does not authorize expenditures and is for the purpose of seeking the Board's approval to be included under the Wisconsin Deferred Compensation Plan.

Implementation and Assessment Plan

13. The Administration is required to set up a compatible electronic interface for purpose of facilitating the reporting and payroll deductions for participant contributions. Contributions will be facilitated no later than the first payroll on January 7, 2011, for calendar year 2011. Coordination of a phased program implementation plan will be worked out with representatives of Great-West Retirement Services.

14. The Administration is in the process of seeking signed Memoranda of Understanding from collective bargaining units, all of which have indicated agreement with the offering of the WDC program to its members.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution, to be effective as of October 1, 2011:

BE IT RESOLVED by the Milwaukee Board of School Directors that, pursuant to the provisions of Section 40.81(1), Subchapter VII, of Chapter 40 of the Wisconsin Statutes, which provides, in part, as follows:

"An employer other than the State may provide for its employees the Deferred Compensation Plan established by the Board under Section 40.80 available to any of its employees, shall make it available to all its employees under procedures established by the department under this chapter."

Such Milwaukee Board of School Directors hereby determines to be included under the State of Wisconsin Deferred Compensation Plan provided by Section 40.80 Subchapter VII of Chapter 40 of the Wisconsin Statutes and regulated by Chapter EFF 70 of the Wisconsin Administrative Code for its eligible personnel, and

BE IT FURTHER RESOLVED, the Administration is herewith authorized and directed to take all actions and make such reductions and submit such deferrals as are required by the Department of Employe Trust Funds of the State of Wisconsin pursuant to Subchapter VII of Chapter 40 of the Wisconsin Statutes, and

BE IT FURTHER RESOLVED, that the Milwaukee Board of School Directors agrees to be bound by the terms and conditions of contracts between the State, its investment providers, and its Plan Administrator, and the "Plan Document" and "Procedures" To Be Followed By Employer" as amended from time to time. The employer certifies it has received a copy of the Plan and Procedures.

BE IT FURTHER RESOLVED, that the Administration of the Milwaukee Board of School Directors submit a certified copy of this Resolution and "Notification Memo" to the State of Wisconsin, Department of Employe Trust Funds and the Plan Administrator.

BE IT FURTHER RESOLVED, that the Milwaukee Board of School Directors recognizing the Deferred Compensation Board's responsibility for maintaining the integrity of the Plan, the Milwaukee Board of School Directors hereby resolved that the Administration is hereby authorized and directed to cooperate fully with the Plan Administrator in accordance with procedures established by the Department of Employe Trust Funds in processing requests for withdrawal in case o fan unforeseeable emergency as defined in the Internal Revenue Section 457(d)(1)(A)(iii) and Treas. Regulation 1.457-6(c)(1) of the Regulations. The designated agent for the Milwaukee Board of School Directors is directed to acknowledge on a form authorized by the Department of Employe Trust Funds, that relevant unforeseeable emergency information has been given and received.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on the Extension of an Intergovernmental Service Agreement with the Milwaukee County Behavioral Health Division's WrapAround Milwaukee for Three Dedicated Mobile Urgent Treatment Teams (MUTTs) to Serve MPS Schools

Background

1. The Milwaukee Board of School Directors originally entered into an Intergovernmental Agreement with the Milwaukee County Behavioral Health Division's Wraparound Milwaukee for three dedicated mobile urgent treatment teams (MUTTs) to serve the Milwaukee Public Schools for an initial term of January 2007 through January 2008. The first extension of the agreement was approved by the Milwaukee Board of School Directors for the period from February 1, 2008, to June 31, 2009. The second extension was approved by the Milwaukee Board of School Directors for the period from February 1, 2009, to January 31, 2010. The most recent extension was for the period from February 1, 2010, to June 31, 2010.

2. The decision to enter into the agreement is based on important data that reflect a continuing need to address the mental health needs of our Milwaukee children. The 2009 Youth Risk Behavior Survey (which is given annually to middle- and high-school students of Wisconsin) indicated that 30% of MPS high-school students reported feeling sad or hopeless for almost every day for two weeks or more during the past year. The survey further reported that, while 12% of all students (down from 17.8% in 2007) had seriously considered suicide during the past 12 months, there was a significant increase from 2007 in suicidal thinking among middle-school students. Although there is a decrease in students being involved in fighting on school property, there was no decrease in the threat of involvement in fighting off of school property.

3. The Statistics Report (2006) of the Center for Disease Control, National Center for Health, reported that 16% of US children ages 4 to 17 years had parents who talked with healthcare providers about concerns regarding their children's behavioral and emotional health and wellbeing. According to the CDC, approximately only one-third of the children with mental health needs receive treatment for their problems. Access to mental health services is supported by the implementation of the Safe Schools, Healthy Students Grant as well as the MPS Strategic Plan.

Administration's Analysis

4. As a result of ongoing discussions about behavioral needs and supports for students with and without disabilities, and as a part of the Corrective Action Plan relative to MPS's DIFI status, the District has implemented a number of tiered prevention, early intervention, and focused intervention strategies. MPS has implemented the PBIS (Positive Behavior Intervention and Supports) to focus on increasing positive behaviors for all MPS students, thus reducing suspensions and increasing student time in school and on task for learning

5. The primary goal of MPS is to increase academic and behavioral outcomes for students. Supports for the development of a strong school and classroom environment increases the climate for learning with high degrees of success. The MUTT-MPS partnership provides an important component of the Tier-3 interventions for students. The partnership with the Milwaukee County Behavioral Unit and the dedicated MUTT teams has provided an important intervention option for schools, with valuable opportunities for family involvement as well.

6. Specific services provided by the MUTT teams under the agreement are as follows:

   a. Telephone Emergency Services — Crisis consultation, identification of and referral to ongoing mental health services, or request for MUTT's direct face-to-face intervention at any MPS school.

   b. Face-to-Face Crisis Intervention — Crisis intervention to the schools, Monday through Friday, 8:00 am to 4:30 pm. MUTTs respond to the designated MPS referral staff and come immediately to the school to:

      (1) identify and assess the child's immediate emotional health;

      (2) provide crisis counseling and short-term support services to stabilize the child;

      (3) assist in the development of a crisis/safety plan, as needed, with the school staff to identify precipitating factors, the child's strengths, needs, and strategies to deal with potential future crisis situations;

      (4) provide referral resources to MPS families and MPS staff, as needed, for ongoing treatment services for children; and

      (5) attend collaborative support team meetings if needed and/or to provide written reports back to the school.

   c. Training and Consultation — Training is provided in emergency mental health and general behavioral principles related to children. The MUTT is available for ongoing consultation with school administrators and staff relative to these issues. The content of training is determined by MPS and MUTT through a collaborative planning process.

d. Crisis Stabilization — The MUTT project also provides, for up to 25 hours per week (5 students x 5 hours), a 1:1 crisis stabilizer who is available in classrooms on a short-term basis. This individual (or individuals) is an aide trained in crisis response and de-escalation techniques. The need for this service is determined by the MUTT staff, the child's parent/guardian, and school administration.

e. Consent — School officials make attempts to secure the consent of the parent/guardian for assessment and treatment by the MUTT prior to intervention. In cases in which consent cannot be obtained due to the unavailability of the parent/guardian, the MUTT provides emergency assessment and support to the child, while continuing to attempt to secure consent. No child can be seen by the MUTT without consent of the parent.

f. Records — The MUTT's records are maintained at the MUTT office in the Behavioral Health Division. They are maintained apart from any school records. Confidentiality is maintained in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

7. The Milwaukee County Behavior Health Division's WrapAround Milwaukee Program and its Mobile Urgent Treatment Team currently provides three dedicated MUTTs to the service of the Milwaukee Public Schools and families in the MPS community. These teams, which are dedicated solely to the service of MPS students, are able to provide more direct services to MPS with greater efficiency than are the county-wide MUTT support services. The supports and services are designed to address youth with immediate emotional, mental health, and behavioral needs that threaten their wellbeing and that of others and their ability to remain in the classroom.

8. The objective of the MUTT is to intervene in crisis situations in MPS schools that require skilled and immediate response to help assess the youth's mental health needs and provide immediate support to stabilize the youth's behavior in the classroom. The MUTT complements the psychological and social work services that are already provided by MPS, as well as the mental health support services provided through the Safe Schools, Healthy Students Grant.

9. As a direct result of the partnership with Milwaukee County WrapAround MUTT, MPS youth have priority eligibility for participation in the REACH (Reaching, Engaging, and Assisting Children and Families) program. Currently 210 MPS families receive support though the REACH program. The program mirrors in many respects the services proved by Wraparound Milwaukee to students who are adjudicated. The strength of the Reach program is that it is made available to students and their families prior to becoming involved in the court system. The program is designed to meet the mental health and emotional needs of youth who:

a. have conditions of severe emotional disturbance, as defined in DSM-IV;

b. are involved in two or more service systems such as mental health, education, child welfare, or juvenile justice;

c. have mental health conditions that affect their ability to function at home, at school, or in the community;

d. are at risk of placement in a psychiatric hospital, residential treatment center, or correctional facility.

10. The Safe Schools, Healthy Students grant includes a major goal of increasing access to mental health services. The MUTT's activities assist families to build important connections with the mental health services in the -community. The Milwaukee MUTT's members provide leadership to the grant's steering committee, staff support to increase connection to the REACH program's services, and training and support to school staff and MPS parents regarding mental health issues.

11. A description of the policies and procedures of the MPS-MUTT can be found in Attachment #2 to the minutes of your Committee's meeting. Detailed data regarding MPS-MUTT referrals for the 2009-10 school year are provided in Attachment #3 to the minutes of your Committee's meeting.

12. During January and February of 2010, Paul Florsheim, PhD., University of Wisconsin, and Trina C. Salm Ward, MSW, Center for Urban Population Health, conducted an independent evaluation of the MPS Mobile Urgent Treatment Team-MPS partnership. Their report, which is found as Attachment #4 to this item, makes an overall recommendation to continue the partnership with the MUTT and provides some recommended strategies to improve service outcomes.

13. Based on the recommendations of the external audit and program review by MPS staff, the following steps will be implemented to increase MUTT-MPS outcomes for students and families during the 2010-2011 school year:

a. development of an intervention manual to improve consistency of engagement, problem identification, crisis management, referral, and follow-up;

b. expansion of data-collection methods and analysis to include outcomes and follow-up services;

c. an increase in the quantity and variety of presentations on mental health issues that impact on school success throughout the district;

d. appropriate use of MUTT-MPS (i.e., support schools to identify situations in which a referral to MUTT-MPS is appropriate); and

e. increased promotion of the use of the MUTT-MPS partnership throughout the district (e.g., identify schools with high needs and provide feedback to schools/staff)

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools build business and community partnerships.

WTAM applicable measurable objectives: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy, or Board Rules Statement

15. This item is in alignment with MPS administrative polices and procedures. A sole-source waiver was granted for the Intergovernmental Agreement with Milwaukee County Wraparound, based on the fact that the Mobile Urgent Treatment Team (MUTT) currently provides services to MPS and that, due to the County services involved, there were no competitive vendors.

Fiscal Impact Statement

16. This item authorizes expenditures. The total cost of the dedicated Mobile Urgent Treatment Team program is $606,458 for the recommended extension of the Intergovernmental Agreement between MPS and Wraparound Milwaukee. MPS's cost of the dedicated Mobile Urgent Treatment Team program is $426,458. Funding for the recommended extension of the Intergovernmental Agreement between MPS and Wraparound Milwaukee is available within the Crisis Response Initiative budget, account code DTI 00 CRR DW ELPC. The remainder of the cost ($180,000) will continue to be supported by Wraparound Milwaukee. This extended Intergovernmental Agreement runs from July 1, 2010, through June 30, 2011.

Implementation and Assessment Plan

17. Upon approval by the Board, the Administration will take the necessary steps to implement the services within the District.

Committee's Recommendation

Your Committee recommends that the Board approve the extension to the Intergovernmental Agreement with Milwaukee County Behavioral Health Division-Wraparound Milwaukee, as attached to the

minutes of your Committee's meeting, in the amount of $426,458 for three dedicated Mobile Urgent Treatment Teams (MUTTs) to serve MPS schools from July 1, 2010, through June 30, 2011. The continuation of the contract beyond the 2010-11 school year will be considered during the FY11 budget process.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 13) Action on Resolution 1011R-016 by Director Woodward To Establish a Plan To Cut Four Million Dollars from Busing Costs

Background

At its meeting on August 26, 2010, the Board referred Resolution 1011R-016 by Director Woodward to the Committee on Finance/Personnel (now the Committee on Accountability, Finance, and Personnel:

WHEREAS, Goal 2 of the *Working Together, Achieving More Action Plan for Milwaukee Public Schools* is "School communities work together for improvement in academic achievement"; and

WHEREAS, The Milwaukee Public Schools families and community partners must work together to meet the needs of Milwaukee's children through fiscally responsible strategies; and

WHEREAS, During the development of the Neighborhood Schools Initiative, parents and citizens repeatedly expressed concerns about busing; and

WHEREAS, Children attending their neighborhood schools decreases district costs for busing and foster parental involvement due to the reduction in cross-town travel needed to participate in school functions; and

WHEREAS, The Milwaukee Public School District recognizes parental involvement as a key component in education children; and

WHEREAS, In the 2006-07 School Year, the District spent over 57 million dollars on the transportation of MPS students; and

WHEREAS, At a time when the District is experiencing a significant decline in student enrollment and struggling to keep quality programs in the schools as well as maintain a fiscally responsible budget, busing must be reduced; now, therefore, be it

RESOLVED, That the Administration establish a plan to cut 4 million dollars from busing costs; and be it

FURTHER RESOLVED, That, in order to codify our belief of "the classroom is the most important place in the district", the savings be used to put more teachers and assistants back in the classroom; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for approval by the December Board meeting cycle.

Administration's Analysis

1. In 2008, the Board approved plans to reduce transportation costs by $20 million.

2. In previous reports to the Board, transportation savings have been documented as follows:

a. Implemented HS Transportation Regions and Changes to City-wide Guidelines. ..... Completed — $1.0 million savings

b. Implemented changes in transportation for non-public students that are aligned with Wisconsin State statutes. ..... Completed — $1.5 million savings

c. Reassigned students that were outside district policies and guidelines..... Completed — $0.5 million savings

d. Negotiated bus rates for specialty transportation services at a 0% rate of inflation for FY10..... Completed — $1.0 million savings

e. Established a policy to address "isolate" student assignments limiting the eligible distance from school to seven miles for neighborhood specialty schools and establishing Montessori regions ..... Completed — $2.0 million savings

f. Evaluated cost-effectiveness among school bus, MCTS, and the use of alternative transportation options and utilized the lowest-cost option..... Completed — $1.0 million savings

g. Reviewed criteria and designations of current citywide and neighborhood specialty schools ..... Completed — $1.0 million savings

Total Savings, Proposals Approved thus far..... $8 million

3. The Administration will continue to update the Board on its progress in reducing expenditures.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district implements strategies to substantially reduce transportation costs and to establish the link between communities and schools.

WTAM applicable measureable objectives: Decrease the percent of students transported to school on buses to 42.9%.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 1011R-016 by Director Woodward in the context of the continued efforts of the Administration to reduce transportation costs by $20 million, as approved by the Board in 2008;

2. direct the Administration to identify options to the Board for cutting $4 million in transportation costs within the $20 million and report this information to the Board in December 2010;

3. direct the Administration to report its progress on reducing transportation costs to the Board on a routine basis; and

4. in order to consider the transportation costs in concert with other programmatic costs, allow the Administration to bring a comprehensive response back to the Board at a later date.

Director Woodward moved to approve the original resolution 1011R-016.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—8.

Noes—None.

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(Item 14) Action on Resolution 0910R-015 by Director Bonds To Create a District Volunteer Office

Background

At its meeting on July 30, 2009, the Board referred Resolution 0910R-015 by Director Bonds to the Committee on Finance/Personnel (now the Committee on Accountability, Finance, and Personnel):

WHEREAS, The Milwaukee Public Schools' Administrative Policy 7:31 states that MPS has traditionally supported the work of volunteers in the district and that it appreciates the valuable resources which volunteers provide to the district; and

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Action Plan states in Goal 8 that the District will build partnerships to support student achievement; and

WHEREAS, Economic forecasts predict a 20-33% increase in scientific and technological careers in the next ten years; and

WHEREAS, The business and labor communities have been vocal in questioning the nation's ability to sustain its scientific and technological competitiveness in the 21st century; and

WHEREAS, In the current economic situation, it is imperative to find ways in which to expand educational options and to help students achieve; and

WHEREAS, Many industry professionals — especially experts in the areas of business and technology — have a desire to share their expertise in MPS classrooms; and

WHEREAS, Some volunteers feel unable to step forward and offer their services simply because they do not know whom in MPS to approach; now, therefore, be it

RESOLVED, That the Administration create a central volunteer office to be located in the area of Business and Technology Education; and be it

FURTHER RESOLVED, That the Administration explore seeking volunteers to conduct the administrative functions in the day-to-day operations of the office; and

FURTHER RESOLVED, That the Administration bring back to the Board, in the August 2009 Board cycle, a plan to ensure that this office is operational in time for the start of the 2009-10 school year.

Administration's Analysis

1. The Administration concurs with the overall intent of this resolution, as is evident in the new organizational structure which the Administration brought forth in July 2010.

2. In order to further align supports and services for students and families, all volunteer duties have been assigned to the Office of Family Services, as illustrated in the organizational chart that was approved by the Board. The Director of this office has been working with staff to identify all volunteer efforts in the district in order to bring them under one area. In addition, the development of a comprehensive plan for utilizing volunteers is underway.

3. This model allows all volunteer services for the district to be coordinated in one central office. This will ensure clarity for members of the community who wish to volunteer about the area to contact.

4. To further support this model, the Administration and Office of Board Governance are proposing that the Contracted Schools Advocate position created in the FY11 budget and residing in the Office of Board Governance be moved to the Office of Family Services.

5. The Administration will also continue to identify opportunities for using volunteer staff to assist in coordinating volunteer efforts at the district level. Two such opportunities are currently being discussed with Interfaith and Junior Achievement.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 8: The District builds partnerships to support student achievement.

WTAM Strategy: The district strengthens and expands business and community partnerships.

statute, Administrative Policy, or Board Rules Statement

7. This item is consistent with administrative policies and Board rules.

Fiscal impact Statement

8. This item does not authorize expenditures.

9. As stated above, the Administration and Office of Board Governance are proposing that the Contracted Schools Advocate position created in the FY11 budget and residing in the Office of Board Governance be moved to the Office of Family Services.

Committee's Recommendation

Your Committee recommends that the Board

1. adopt the resolution as amended:

RESOLVED, That the Administration create a central volunteer office to be located in the area of ~~Business and Technology Education~~ Office of Family Services; and be it

FURTHER RESOLVED, That the Administration explore seeking volunteers to conduct the administrative functions in the day-to-day operations of the office.~~; and be it~~

~~FURTHER RESOLVED, That the Administration bring back to the Board, in the August 2009 Board cycle, a plan to ensure that this office is operational in time for the start of the 2009-10 school year.~~

2. transfer the position of Contracted Schools Advocate and appropriate funding from the Office of Board Governance to the Office of Family Services; and

3. allow the Administration flexibility in determining appropriate staffing to implement a central volunteer office in the Office of Family Services using appropriate funds for this staffing from the Contracted Schools Advocate position.

Adopted with the roll call vote on the balance of the Committee reports.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the MPS Head Start Program for September 2010

Submitted by Director Spence

Major Activities

(1) The Head Start Program participated in an unannounced federal review during the week of August 30 through September 3. The purpose of the unannounced visit was to review all operations, policies, and procedures pertaining to the enrollment process. The Federal Review Team reviewed all documents associated with MPS Head Start enrollment, student records, and files. The review team also interviewed representatives from the Head Start Office staff, Policy Council, and Board of School Directors.

(2) The Head Start Coordinator participated in a Wisconsin Head Start State Collaboration Office Advisory Committee meeting on September 7. The purpose of this meeting was to update the mission and evaluate major outcomes and events of the committee for the last five years.

(3) The Head Start Coordinator participated in a Core Health Services meeting on September 8. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

(4) The Head Start Coordinator and managers conducted on-site orientation meetings will principals new to Head Start at Dover on September 8, Kilbourn on September 15, and Sherman on September 16.

(5) The Head Start Teacher Orientation was held on September 9 and September 10. The orientation focused on the expectations and requirements of the Program in accordance to the Head Start Performance Standards. Teachers and educational assistants were also trained on how to implement "I am Moving, I am Learning," a Head Start curriculum that promotes physical movement in the classroom.

(6) A Policy Council meeting was held on Saturday, September 11, 2010, at Central Services. The meeting focused on the unannounced federal review and the monthly events in Head Start.

(7) The Head Start Coordinator participated in MAP screener committee meetings on September 15 and 29. The purpose of the meetings was to plan the implementation of the MAP screener district-wide.

(8) The Head Start Coordinator participated in a meeting and site visits to Zablocki, Lincoln, and Gwen T. Jackson with Dr. Barbara Wasik, Dr. Heidi Ramirez, Ann Terrell, and other

administrators from the Division of Early Childhood on September 17. The meeting and site visits were conducted to gather feedback from Dr. Barbara Wasik, PhD., professor and PNC Endowed Chair in Early Childhood at Temple University College of Education, regarding the current status of MPS early childhood classrooms with best practices.

(9) The Head Start Coordinator participated in an Early Reading First Conference planning meeting on September 21 and 24. The meeting was held to plan for the upcoming Early Reading First Conference.

(10) A focus group consisting of the Head Start Coordinator, Education Manager, Head Start teachers, a Houghton Mifflin Harcourt (HMH) representative, and a literacy specialist participated in a Houghton Mifflin Harcourt implementation planning meeting on September 22 and 29. This focus group met to discuss and establish alignment of both HMH PreK and the DLM curricula used in K4 Head Start classrooms.

(11) Management meetings were held on September 23 and 30. The meetings focused on program updates, changes, and Policy Council meeting planning.

(12) Head Start Office personnel participated in ChildPlus training on September 28 through 30. This training focused on how to use the software more efficiently.

(13) The next Policy Council meeting will be on Saturday, October 9, 2010, at 12:00 noon in room 206/208 of the Central Services Building.

Parent Involvement

(14) A Policy Council meeting was held on Saturday, September 11, 2010, at Central Services. The meeting focused on the unannounced federal review and the monthly events in Head Start.

(15) Parent Center Meetings were held at each Head Start site. The topic of the September meetings was Head Start expectations. The meetings focused on parental expectations pertaining to program governance, Performance Standard compliance, classroom support, and volunteerism.

Services Provided

(16) Informal site-monitoring visits were conducted at Green Bay, Hopkins, Keefe, Siefert, Silver Spring, and Thirty-Fifth Street.

(17) Health screenings were conducted at ALBA, Congress, Dover, Forest Home, Hayes, Holmes, Keefe, Kluge, Lancaster, Lincoln, Longfellow, Lowell, Maple Tree, Mitchell, Silver Spring, and Wheatley.

Enrollment

(18) There were 1,050 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of September 17.

(19) There were 51 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2010-2011 school year as of September 17.

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(Item 2) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA) for September 2010

Submitted by Director Bonds

1. New Executive Partners Dr. Gregory Thornton, MPS Superintendent, and Dr. Michael Burke, MATC President, were welcomed to the MPA. Dr. Thornton's priorities for the district include increased student achievement, effective and efficient operations, and sustained partnerships with the Milwaukee parent and business communities.

2. Focus for the MPA this year is being discussed. Math and literacy will remain to be two areas of focus.

3. The Teacher & Principal Quality Work Group has continued to work on the handbook for cooperating teachers and placement of student teachers.

4. Comprehensive Mathematics Work Group Update:

   a. Math teaching specialists have been conducting school collaborative monitoring visits.

   b. The Annual Math Teacher Leader (MTL) Kickoff was held at South Division High School on August 26. The focus was on the Common Core State Standards, Wisconsin's newly adopted standards for mathematics. Dr. Hank Kepner, Immediate Past President of the National Council of Teachers of Mathematics, spoke on this topic and on meaningful mathematics through building mathematical practices. Dr. Heidi Ramirez, MPS Chief Academic Officer, presented data from NAEP and WKCE-CRT assessments; spoke on lesson objectives, communication, and assessment; and challenged everyone to accelerate student progress and to improve teaching and learning.

   c. For additional information on the kickoff and the work of the Milwaukee Mathematics Partnership (MMP), please see the August 2010 issue of "The MMP Messenger."

5. The Milwaukee Area Academic Alliance in English will be conducting an open forum on computers, social media, and English education beginning at 9:00 a.m. on Saturday, October 2, at the Sheldon B. Lubar School of Business, 3202 North Maryland Avenue. Participants can learn more about Wordpress.com, receive an update about the Wisconsin Council of Teachers of English convention, share teaching ideas, and more. Interested parties should pre-register with Mariann Maris at sarim@uwm.edu.

6. Cardinal Stritch University held an open house for its Literacy Centers on September 16 for people to learn more about the Centers, including their CLIFFTOPS model that is making a difference in classrooms across the city and the comprehensive literacy assessment and intervention services. All MPA Comprehensive Literacy Work Group members were invited to attend. The mission of the Centers is to provide access to functional, lifetime literacy for all K-12 students in Milwaukee, regardless of cultural, economic, linguistic, or biological factors.

7. MATC conducted an event on September 22 for high-school educators and local employers regarding preparing a qualified workforce. The event focused on WorkKeys (National Career Readiness Certificate), AccuVision (soft-skills assessment and training tool), and KeyTrain (interactive training system for career-readiness skills).

8. NEA Foundation Grant Update:

   a. The first 2010-11 professional development day for NEA Focus Schools was held on September 11. Each focus school was invited to register 10 participants, and there were 170 in attendance. Keynote speakers Jerry Benston and David B. Hunt from Critical Measures, LLC, focused on diversity and cultural competence for educators and helped participants to:

      (1) learn about three demographic "megatrends" — dramatic increases in children of color, immigrants, and children with different religious and linguistic traditions — that are rapidly changing the face of public education in the U.S. and in Milwaukee's public schools;

      (2) understand what is meant by "cultural competence" in public education — in particular, its four elements: cultural awareness (including awareness of one's own personal and cultural biases), cultural knowledge (knowledge of core cross-cultural variables likely to impact on the educational encounter), cultural skills (needed to succeed in a more culturally diverse educational environment); and application (through sustained, cross-cultural encounters);

(3) participate in an intercultural simulation (game) called BARNGA;

(4) understand ten core cross-cultural differences that can positively or negatively impact on intercultural encounters among teachers, students, and parents;

(5) understand the additional skills that educators will need to face the challenges and opportunities of an increasingly racially and culturally diverse student body and faculty; and

(6) learn how to manage cross-cultural conflict by applying the insights of the InterCultural Conflict Style Assessment Inventory to everyday interactions with students, families, and peers.

Feedback on the event has been very positive. Participants thought the presenters were very knowledgeable and engaging and found their presentation to be very informative, insightful, and of great value. Many of the evaluation respondents found the information on intercultural conflict (styles, styles model, styles assessment and, conflict resolution) and the BARNGA intercultural simulation (game) to be the most effective parts of the session.

b. The NEA Foundation Grant is working in concert with MPS and Alverno College to provide professional development to MPS Central Services on literacy strategies and techniques for administrators.

c. MPS, UWM, Alverno, MMABSE, and the MTEA will all be participating in the NEA Foundation Grant to Close the Achievement Gaps cross-site convening in Washington, DC, this October.

d. A grant in the amount of $100,000 was received from Assurant Health Foundation to support learning teams at NEA Focus Schools and community and family involvement.

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President for September 2010

During the month of September 2010, the President:

1. met with Dr. Thornton on numerous occasions regarding MPS issues;
2. attended a meeting at the City Attorney's Office with the Administration, City Attorneys, and others to discuss the status of the MPS special education lawsuit;
3. visited several schools (Green Bay Avenue, Dr. Martin Luther King, Jr., Vel Phillips, Keefe Avenue, etc.) with Dr. Thornton;
4. met with the staff of the Office of Accountability and Efficiency to discuss accountability issues in the district;
5. met with various MPS Board members on MPS issues;
6. attended the MPS Back to School Kick-Off at 53rd Street School;
7. visited the Sarah Scott building in regard to the location of a classroom for Highland Community School in that building; met with the Superintendent on this issue and informed him of the need to keep the Board informed of such action; and requested a copy of the contract from the City Attorney's Office;
8. received a Trailblazer in Education Award from the NAACP; and
9. met with several people on several occasions regarding potential charter school partnerships with MPS.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

Communication 1011C-005

from Mr. Jeff Wagner

September 12, 2010

To MPS Board of Governance,

I would like to formally request a hearing of public testimony regarding honor classes in Milwaukee Public Schools — specifically Hamilton High School. My daughter [redacted] has been enrolled in Hamilton High School since her freshman year. One of the main reasons she enrolled at Hamilton was for the numerous honor classes and AP classes that the school offered. For her freshman and sophomore years the honors classes that she was recruited for were designated on both her report cards and transcript. After enrolling in honor classes for her junior year, I noticed that the designation for honor classes was no longer on her report card. Upon talking to James Nelsen, head of the AP classes and Department Chairperson at Hamilton High School, Mr. Belcher, head programmer and Mr. Cain, Principal, I was informed the central office would not allow them to put the designation-on-report cards and transcripts anymore. There was no prior notice while they recruited my daughter for honor classes that she would not be receiving recognition for taking them. I talked to the teachers teaching all the honor classes, guidance, department chairmen and administration about this issue. They all informed me that these were indeed honor classes with a more stringent academic work load that would be necessary in order to meet the requirements for these courses.

As a parent I then called Marty Lexmond and had three conversations concerning honors classes. He told me verbally that MPS was in a state of transition regarding the standardization of honors classes. I asked him to get in touch with the principal, Mr. Cain and James Nelsen at Hamilton High School. Mr. Belcher informed me that they could put a letter along with the transcript informing colleges that Hamilton students have taken honors classes.

Subsequently, I received a copy attesting to the fact sent from Marty Lexmond to Mr. Cain and Mr. Nelsen on February 2, 2010 at 2:59 pm. I talked with other people at central office the latest being Heidi Ramirez. Other parents who children took honors classes are waiting along with me to rectify the problem by having those classes changed on their report cards and transcripts. We would like this issue placed on the agenda.

Sincerely,

Jeff Wagner
3078 S. Superior St.
Milwaukee, WI 53207

Referred to the Committee on Parent and Community Engagement.

Communication 1011C-006

from Ms Patricia Latiker

Patricia Latiker
4126 N. 25'" St.
Milwaukee, WI 53209
414-[redacted]

September 27, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

I request a public hearing before the appropriate committee of the School Board to consider the services provided to children with IEPs at Hamilton High School, their safety in the building and to and from school and transportation services.

I wrote to you last Spring asking for a public hearing about conditions at Hamilton. Nothing has improved. In fact conditions are worse this fall than they were last spring. The bullying has not been addressed and most days the bus gets to school so late that my son misses part of his first block class. My calls to MPS transportation are almost never returned. Our new Superintendent needs to know that the quality of service has gone down since July 1, 2010.

Sincerely yours,

Patricia Latiker

Referred to the Committee on Parent and Community Engagement.

Communication 1011C-007

from Ms Gwen Washington

Gwen Washington
4659 N. 38"' St.
Milwaukee, WI 53209
414-[redacted]

September 27, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

I request a public hearing before the appropriate committee of the School Board to consider the services provided to children with IEPs at Hamilton High School, their safety in the building and the delay in holding IEP meetings.

Last Spring my son was involved in a grave incident at Hamilton. I kept him home for the balance of the semester and I went to the school each Monday to pick up his work. It was returned to Hamilton each Friday. I was assured that he would get a new placement for the fall and that certain staffing changes would be made at Hamilton.

The needed IEP meeting to change my son's placement was never held and the teacher is back at Hamilton this fall. Accordingly I contacted Hamilton and explained that for my son's safety I was keeping him at home until he had a safe placement. And I made sure that senior staff at Central Office knew about the need for an IEP meeting. As of today there is still no IEP meeting scheduled and my son is sitting at home with out schooling.

Sincerely yours,

Gwen Washington

Referred to the Committee on Parent and Community Engagement.

* * * * *

RESOLUTIONS

Resolution 1011R-018

by Director Falk

WHEREAS, Board Rule 1.02(1) provides that "[r]egular meetings of the Board, except the April meeting, shall be on the last Thursday of each month. When any regular meeting day falls on a legal holiday, the meeting shall be held on the next business day"; and

WHEREAS, Under the provisions of this Rule, the regular Board meeting of October often has taken place during the annual Teachers' Convention; and

WHEREAS, Under the provisions of this Rule, because the last Thursday of November more often than not falls on Thanksgiving Day, and the next day is not a business day in MPS, the regular November Board meeting more often than not moves to the following Monday, which has caused scheduling conflicts for many members of the Milwaukee Board of School Directors for many years; and

WHEREAS, Under the provisions of this Rule, the December regular Board meeting often falls within the Winter Break; and

WHEREAS, Because of these scheduling conflicts, the Board regularly has had to take action to suspend Board Rule 1.02(1) to change the dates of these meetings; and

WHEREAS, Chapter 119.10(2) of the Wisconsin Statutes dictates, in part, "Annually, no earlier than the 4th Monday in April and no later than the first Monday in May, the board shall hold its organizational meeting…"; and

WHEREAS, Board Rule 1.01(a) states, "The Milwaukee Board of School Directors…shall meet and organize annually by the election of a president on the fourth Monday of April, except that, when the fourth Monday is a legal holiday, the meeting shall be held on the next business day"; and

WHEREAS, Meeting on Mondays has traditionally presented scheduling conflicts for many members of this Board; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors amend Board Rule 1.02(1) by adding the following subparagraphs (a) and (b):

(a) If, under the provisions of this Rule, a regular meeting should take place during Spring Break, Winter Break, or the annual Teachers' Convention, that meeting shall be held on the preceding Thursday.

(b) Likewise, if the last Thursday in November is Thanksgiving Day, the regular November meeting of the Board shall be held on the preceding Thursday.

And be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors amend Board Rule 1.01(a) as follows:

(a) The Milwaukee Board of School Directors, hereinafter in these Rules referred to as "the Board," shall meet and organize annually by the election of a president on the fourth ~~Monday~~ Tuesday of April, except that, when the fourth ~~Monday~~ Tuesday is a legal holiday, the meeting shall be held on the ~~next business day~~ following Thursday.

And be it

FURTHER RESOLVED, That these revisions to the Board Rules take effect on January 1, 2011.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 1011R-019

by Director Falk

WHEREAS, Goal 5 of the *Working Together, Achieving More* Action *Plan to Improve Milwaukee Public Schools* states that school staffs are supportive and responsive to students and families; and

WHEREAS, Administrative Policy 1.04, Nondiscrimination, and Administrative Policy 8.01, Student Nondiscrimination, cite several non-discrimination statutes and, based on their requirements, state, "No person may be denied admission to any public school in the Milwaukee Public Schools or participation in the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreation, or other program or activity…" because of, in part, the person's creed or religion; and

WHEREAS, Chapter 118.15(1)(a), Wisconsin Statutes, allows religious holidays as an exception to the compulsory school attendance laws; and

WHEREAS, Administrative Policy 8.13, Student Attendance/Absences, expands on Chapter 118.15(1)(a), Wisconsin Statutes, by listing designated religious holidays as a legally excused absence if the school receives a report of the absence from the parent or guardian either in writing, via electronic format, or by any other method of personal contact of which a written record is kept by the school, and when presented within 48 hours of the absence; and

WHEREAS, It is the practice of most schools in the district to offer incentives such as gift certificates, trophies, pizza parties, pins, or family breakfasts to reward students who have perfect attendance; and

WHEREAS, In the past, members of the business community, such as Jokerz Comedy Club and Bayshore Towne Center, have encouraged perfect attendance by donating money or prizes for use as incentives; and

WHEREAS, The religious observances of some faiths do not necessarily fall into the timeframe of the district's Spring or Winter breaks, an example of which is Rosh Hashana, which occurs in mid-September, so students of certain faiths must miss regular days of school to meet their religious obligations; and

WHEREAS, Our current system for tracking attendance, eSIS, allows school staff only to mark a student with an excused or an unexcused absence, rather than allowing staff to indicate a specific reason for the absence, so that religious observances are lumped in with all other excused absences; and

WHEREAS, Although Administrative Policy 8.13, Student Attendance/Absences, states that designated religious holidays are school-excused absences, students who miss school for religious obligations and who have otherwise perfect attendance are considered ineligible for perfect attendance recognition, which is contrary to the spirit of Administrative Policy 1.04, Nondiscrimination; now, therefore, be it

RESOLVED, That the Administration investigate possible adjustments to the eSIS system so that schools can track absences due to religious obligations and that such adjustments be made for the 2010-11 school year; and be it

FURTHER RESOLVED, That once the eSIS upgrades are in place, attendance records be retroactive to the start of the 2010-11 school year so that students who have already missed school for religious reasons and have provided the proper documentation as set forth in Administrative Policy 8.13, Student Attendance/Absences, will not have absences for religious obligations counted against them.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 8:33 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 26, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:31 PM.

Present—Directors Blewett (6:40 PM), Falk, Miller, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Petersons—1.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

ARMANDO DOMINGUEZ
Project Lead the Way Teacher, Vieau Elementary School

A teacher in Milwaukee Public Schools for ten years, Mr. Armando Dominguez has been teaching Project Lead The Way (PLTW) for the last five years in grades 5-8 with some remarkable results. His classes consistently show the great progress with PLTW, as tracked by the evaluation study done by UWM. Armando has received countless visitors from other districts to his classroom, trying to learn what he does. He is now a PLTW Master Teacher, which means that he trains other teachers from around the country in intensive "Summer Training Institutes."

This fall, Mr. Dominguez will begin teaching Engineering is Elementary (EiE) to grades K-5 students. EiE is a new program for MPS, and Vieau is the first school to implement it.

Armando is also a soccer coach and has a fabulous personal story: He was a veterinarian in Mexico and moved to Milwaukee with his wife. She was a teacher, and he was so inspired by her devotion to her work that he decided to become a teacher as well.

Another factor that led Mr. Dominguez to teaching was that he and his wife became foster parents of one of her students. As they went through the process of completing the foster parent documents, he realized the big need for Hispanic male teachers in the community. A serious conversation with his wife resulted in his switching from veterinarian to engage in the process to become a teacher. The road was long, but not impossible, so he went for it!

Mr. Dominguez has experienced many professional rewards during his career as a teacher. One of them is that two of his former students received scholarships for academics and soccer at UWM. He had coached them since they were in 3rd grade and had the opportunity to teach them in 7th and 8th grade.

The Engineers and Scientists Society of Wisconsin has honored Mr. Dominguez with an Award for Volunteer Work.

Mr. Dominguez cites the following quotation as a representation of his teaching beliefs:

> No significant learning takes place without a significant relationship.
> — Dr. Jawanza Kunjufu

The Milwaukee Board of School Directors recognizes and honors Armando Dominguez for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Other Awards and Commendations

Schools

Washington High School of Information Technology received the annual Excellence in STEM award in the Education category at the 7th Annual sySTEMnow Conference held at the Italian Community Center on Tuesday, October 19. The conference was hosted by the Marquette University College of Engineering and Engineers & Scientists of Milwaukee.

The term "sySTEM" is an acronym for Strengthening Youth in Science, Technology, Engineering and Mathematics. Founded in 2004, the annual sySTEMnow conference is Wisconsin's number-one forum for developing, promoting, and implementing partnerships among K-16 educators, business and industry leaders, community organizations, economic- and workforce-development agencies, philanthropic organizations, public policy makers, and anyone concerned about this region's future. More than 250 people attended this year's event.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 15, 23, and 30, 2010, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Technical Amendment to Previous Action Taken by the Board Regarding a Resolution to Include MPS under the State of Wisconsin's Deferred Compensation Plan

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

At its regular meeting on September 30, 2010, the Board took action to adopt the following resolution, as printed in the Board's agenda, to be effective as of October 1, 2011:

> BE IT RESOLVED by the Milwaukee Board of School Directors that, pursuant to the provisions of Section 40.81(1), Subchapter VII, of Chapter 40 of the Wisconsin Statutes, which provides, in part, as follows:

> "An employer other than the State may provide for its employees the Deferred Compensation Plan established by the Board under Section 40.80 available to any of its employees, shall make it available to all its employees under procedures established by the department under this chapter."

such Milwaukee Board of School Directors hereby determines to be included under the State of Wisconsin Deferred Compensation Plan provided by Section 40.80 Subchapter VII of Chapter 40 of the Wisconsin Statutes and regulated by Chapter EFF 70 of the Wisconsin Administrative Code for its eligible personnel, and

BE IT FURTHER RESOLVED, the Administration is herewith authorized and directed to take all actions and make such reductions and submit such deferrals as are required by the Department of Employe Trust Funds of the State of Wisconsin pursuant to Subchapter VII of Chapter 40 of the Wisconsin Statutes, and

BE IT FURTHER RESOLVED, that the Milwaukee Board of School Directors agrees to be bound by the terms and conditions of contracts between the State, its investment providers, and its Plan Administrator, and the "Plan Document" and "Procedures" To Be Followed By Employer" as amended from time to time. The employer certifies it has received a copy of the Plan and Procedures.

BE IT FURTHER RESOLVED, that the Administration of the Milwaukee Board of School Directors submit a certified copy of this Resolution and "Notification Memo" to the State of Wisconsin, Department of Employe Trust Funds and the Plan Administrator.

BE IT FURTHER RESOLVED, that the Milwaukee Board of School Directors recognizing the Deferred Compensation Board's responsibility for maintaining the integrity of the Plan, the Milwaukee Board of School Directors hereby resolved that the Administration is hereby authorized and directed to cooperate fully with the Plan Administrator in accordance with procedures established by the Department of Employe Trust Funds in processing requests for withdrawal in case of an unforeseeable emergency as defined in the Internal Revenue Section 457(d)(1)(A)(iii) and Treas. Regulation 1.457-6(c)(1) of the Regulations. The designated agent for the Milwaukee Board of School Directors is directed to acknowledge on a form authorized by the Department of Employe Trust Funds, that relevant unforeseeable emergency information has been given and received.

Subsequent to the Board's meeting, it was discovered that there was a typographical error made in the effective date of the resolution: The effective date of the resolution should have been *October 1, 2010*, and not October 1, 2011. The Administration's and the Committee's recommendation should have read as follows:

> The Administration recommends that the Board adopt the following resolution to be effective as of October 1, **2010** *[emphasis added]*.

The Administration is requesting that the Board amend the effective date of its action on the adoption of the resolution to include MPS under the State of Wisconsin's Deferred Compensation Plan to be as of October 1, 2010.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Director Miller moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Consideration of Employment and Compensation Data of, and Possible Action on a Two-Year Employment Agreement with, the Chief Accountability and Efficiency Officer

Office of
Board Governance

At its meeting on September 30, 2010, the Milwaukee Board of School Directors approved the recommendations of its Committee on Accountability, Finance, and Personnel that the Board:

1. accept a report on the updated purpose, authority, responsibilities, and organizational structure of the Office of Accountability and Efficiency (OAE); and

2. direct that the Office of Accountability and Efficiency be located at the Central Services facility and moved in the organizational chart to be a third Office, joining the Office of the Superintendent and the Office of Board Governance, reporting directly to the Board;

3. direct that, beginning in 2011, this position shall be an executive position, annually elected by a majority of the Board's membership at the Board's organizational meeting; and

4. direct the Board's President to negotiate an employment agreement with the Chief Accountability and Efficiency Officer for a two-year contract, with an annual evaluation by the Board, commencing on July 1, 2010, continuing through June 30, 2012, with an annual base salary of $120,000 and a retirement/benefit package to be consistent with that of the Board Clerk/Director, Office of Board Governance, except that this position shall be ERS-eligible, rather than WRS-eligible.

In regard to the Board's action, the Board's President is requesting that — pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility" — the Board retire to closed session for the purpose of considering employment and compensation data relative to the terms of an employment agreement with the Chief Accountability and Efficiency Officer.

The Board may reconvene in open session to take action on matters discussed in executive session and to continue with the remainder of its agenda.

Sincerely,

Lynne A. Sobczak
Board Clerk

Director Miller moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of considering employment and compensation data relative to the terms of an employment agreement with the Chief Accountability and Efficiency Officer.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

The Board retired to executive session at 6:52 PM.

The Board reconvened in open session at 7:14 PM.

Director Blewett moved to approve the contract as negotiated.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Voeltner, Woodward and President Bonds—6.

Noes—Directors Spence and Thompson—2.

* * * * *

REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 25 expulsion orders from the Independent Hearing Panel and Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of student expulsions from the Independent Hearing Panel and the Independent Hearing Officers of September 29 and 30, 2010, and October 1, 4, 6, 7, 8, 11, 12, 13, 14, 19, and 26, 2010.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 2, a resolution to create an Elementary School International Baccalaureate Program at Phillip Elementary School;
Innovation/School Reform Committee, Item 5, an informational report on Montessori Education in Milwaukee Public Schools;
Accountability, Finance and Personnel Committee, Report #2, Item 3, recommended administrative appointments and promotions; and
Strategic Planning and Budget Committee, Item 3, a recommendation to amend the approved Fiscal Year 2011 Budgets for the School Operations, Construction, and Extension Funds.

On the motion of Director Spence, the balance of the reports of the Standing Committees was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report on Communication 1011C-005 from Mr. Jeff Wagner Requesting a Hearing Regarding the Lack of Designation of Honor Classes on Report Cards and Transcripts

Background

At its meeting on September 30, 2010, the Board referred Communication 1011C-005 from Mr. Jeff Wagner to the Committee on Parent and Community Engagement:

> To MPS Board of Governance,
>
> I would like to formally request a hearing of public testimony regarding honor classes in Milwaukee Public Schools — specifically Hamilton High School. My daughter [redacted] has been enrolled in Hamilton High School since her freshman year. One of the main reasons she enrolled at Hamilton was for the numerous honor classes and AP classes that the school offered. For her freshman and sophomore years the honors classes that she was recruited for were designated on both her report cards and transcript. After

enrolling in honor classes for her junior year, I noticed that the designation for honor classes was no longer on her report card. Upon talking to James Nelsen, head of the AP classes and Department Chairperson at Hamilton High School, Mr. Belcher, head programmer and Mr. Cain, Principal, I was informed the central office would not allow them to put the designation-on-report cards and transcripts anymore. There was no prior notice while they recruited my daughter for honor classes that she would not be receiving recognition for taking them. I talked to the teachers teaching all the honor classes, guidance, department chairmen and administration about this issue. They all informed me that these were indeed honor classes with a more stringent academic work load that would be necessary in order to meet the requirements for these courses.

As a parent I then called Marty Lexmond and had three conversations concerning honors classes. He told me verbally that MPS was in a state of transition regarding the standardization of honors classes. I asked him to get in touch with the principal, Mr. Cain and James Nelsen at Hamilton High School. Mr. Belcher informed me that they could put a letter along with the transcript informing colleges that Hamilton students have taken honors classes.

Subsequently, I received a copy attesting to the fact sent from Marty Lexmond to Mr. Cain and Mr. Nelsen on February 2, 2010 at 2:59 pm. I talked with other people at central office the latest being Heidi Ramirez. Other parents who children took honors classes are waiting along with me to rectify the problem by having those classes changed on their report cards and transcripts. We would like this issue placed on the agenda.

Sincerely,

Jeff Wagner
3078 S. Superior St.
Milwaukee, WI 53207

Committee's Report

Your Committee reports having given hearing to Mr. Wagner and other interested parties.

* * * * *

(Item 2) Report on Communication 1011C-006 from Ms. Patricia Latiker and on Communication 1011C-007 from Ms. Gwen Washington, Both Requesting Hearing Regarding IEP Services at Hamilton High School

Background

1. At its meeting on September 30, 2010, the Board referred Communication 1011C-006 from Patricia Latiker to the Committee on Parent and Community Engagement:

Patricia Latiker
4126 N. 25"' St.
Milwaukee, WI 53209
414-[redacted]

September 27, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

I request a public hearing before the appropriate committee of the School Board to consider the services provided to children with IEPs at Hamilton High School, their safety in the building and to and from school and transportation services.

I wrote to you last Spring asking for a public hearing about conditions at Hamilton. Nothing has improved. In fact conditions are worse this fall than they were last spring. The bullying has not been addressed and most days the bus gets to school so late that my son misses part of his first block class. My calls to MPS transportation are almost never returned. Our new Superintendent needs to know that the quality of service has gone down since July 1, 2010.

Sincerely yours,

Patricia Latiker

2. At that same meeting, the Board referred Communication 1011C-007 from Gwen Washington to the Committee on Parent and Community Engagement:

Gwen Washington
4659 N. 38"' St.
Milwaukee, WI 53209
414-▓▓▓-▓▓▓▓

September 27, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

I request a public hearing before the appropriate committee of the School Board to consider the services provided to children with IEPs at Hamilton High School, their safety in the building and the delay in holding IEP meetings.

Last Spring my son was involved in a grave incident at Hamilton. I kept him home for the balance of the semester and I went to the school each Monday to pick up his work. It was returned to Hamilton each Friday. I was assured that he would get a new placement for the fall and that certain staffing changes would be made at Hamilton.

The needed IEP meeting to change my son's placement was never held and the teacher is back at Hamilton this fall. Accordingly I contacted Hamilton and explained that for my son's safety I was keeping him at home until he had a safe placement. And I made sure that senior staff at Central Office knew about the need for an IEP meeting. As of today there is still no IEP meeting scheduled and my son is sitting at home with out schooling.

Sincerely yours,

Gwen Washington

Committee's Report

Your Committee reports having given hearing to Ms. Latiker, Ms. Washington, and other interested parties.

* * * * *

(Item 3) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Service Information. (Each month's data reflect cumulative data from July 1, 2010.)

MONTHLY (Data collected annually reflect activities that began July 1, 2010)					
2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,801	104	77%	2	100%
Sept	18,046	221	75%	6	100%
Oct	17,345	351	69%	65	62%
Nov					
Dec					
Jan					
Feb					
Mar					
April					
May					
June					

2. Data-Management Services — Special Services Information-Management System (SSIMS)

- Supported data-quality projects, including Third-Friday Child Count projects for state reporting.
- Provided SSIMS/Encore Fall 2010 trainings for new and veteran special education staff, including hands-on sessions and drop-in HELP sessions.
- Continued development of media-site trainings for ongoing quality implementation of SSIMS.

* * * * *

(Item 4) Report on District Parental Involvement Activities for September 2010

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

1. September 9, 2010

District Advisory Council (DAC) Executive Committee

The DAC Executive Committee conducted its monthly meeting.

- The Committee finalized the Parent Orientation and Training, which will be held on October 16, 2010, at Central Services from 8:30 a.m. to 12:30 p.m.
- The Committee also finalized the items for the first DAC meeting, which will be held on October 7, 2010, at Central Services from 7:00 p.m. to 8:30 p.m. The presentation for the October 2010 meeting is "Parents Rights and Responsibilities."

Seven of the DAC Executive Committee members and three staff members were present.

2. September 11, 2010

Head Start Parental Involvement

The Head Start Policy Council meeting was held at Central Services. The meeting focused on the unannounced federal review and the monthly events in Head Start. Parent meetings were held at each Head Start site. The topic of the September meetings was Head Start Expectations. The meetings focused on parental expectations pertaining to program governance, compliance with performance standards, classroom support, and volunteerism.

3. September 22, 2010

Parent-Teacher Association (PTA) Meeting with Dr. Thornton

Representatives and friends of the PTA met with Dr. Thornton and the MPS Parent Involvement Coordinator.

4. September 28, 2010

School Parent Coordinators' Meeting

The district provides support to the parent coordinators on a monthly basis through the School Parent Coordinators' meetings. The September agenda included a sample of the roles and responsibilities of parent coordinators, district resources on parental involvement, and an activity on school climate. Handouts were provided on the 2009-2010 Climate Survey responses from parents, Title I allocations and allowable expenses for schools, and information on upcoming parental involvement activities. There were 45 schools represented at the meeting.

5. September 29, 2010

Department of Public Instruction's Parent Leadership Conference: "Strengthening Partnerships to Achieve Student Success"

Annually, the Department of Public Instruction hosts a Parent Leadership Conference. MPS supports the conference in many ways. This year, MPS sent over 30 parents and staff. Milwaukee was one of two cities recognized at the conference for registering the most participants. MPS staff also partnered with other agencies to provide presentations at the conference.

<u>District Parent Resource Centers</u>

MPS has two District Parent Resource Centers — one located inside the Phillis Wheatley Elementary School, and the other center located inside Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. Recruitment for the two centers took place during the third and fourth weeks of September. The classes offered at each site are listed below:

1. District Parent Resource Center — Wheatley

   a. Technology Classes. Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, PowerPoint, Suite, and the Mavis Beacon typing program. They are encouraged to use the computer lab for such MPS resources as the Parent Assistant, the District Events Calendar, school websites, communication with their children's school staff, and any other available resources.

   b. Make-It, Take-It Labs. Parents are encouraged to use the center as a support system for learning at home. Parents can come to the center to make games and activities and to get resources to use with their children at home to enhance math and literacy skills.

   c. Mind Lab. The Mind Lab sessions use board games and other techniques to make connections to real-life situations. This session is used to reinforce critical-thinking, problem-solving, and social skills.

d. Science Lab. This session provides the opportunity for parents to create fun and educational projects that can be done at home.

2. District Parent Resource Center — Walker Multiplex

a. English as a Second Language. The center offers English as a Second Language for parents that are interested in learning English.

b. Additional ESL Classes. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays.

c. Technology Classes. Classes on many different areas of technology are offered for parents.

d. Science/Math Workshops. This session offers hands-on experiences related to science and math that coincide with concepts learned in the school classroom to reinforce learning at home.

e. Zumba/Life Skills. Every other Tuesday, parents have the opportunity to enjoy Zumba, a dance-fitness program that combines Latin and international music with dance in an effort to make exercise fun.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP). During the month of August, HIP offered opportunities for parents to be involved in family events such as school open houses, HIP Family Gathering Nights, and events hosted at COA Youth and Family Centers, such as Skyline Music. In the month of August, there were 3,489 participants, representing 1,343 families, in school events, and there were 75 participants, representing 32 families, ind in Skyline Music at COA.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY). The HIPPY program follows the traditional school-year calendar and does not conduct its program over the summer. The HIPPY staff spend the summer planning for the upcoming school year and recruiting families to participate. As of August, the program currently has 389 potential participants for the 2010-2011 school year.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on Resolution 0910R-004 by Directors Woodward and Bonds to Develop a Grades 6-12 Program at Sarah Scott with a Green Focus

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-004 by Directors Woodward and Bonds to the Committee on Innovation/School Reform:

WHEREAS, In the *Working Together Achieving More, Action Plan to Improve Milwaukee Public Schools*, Goal 1 states that "students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship"; and

WHEREAS, Among the elements of good citizenship is the stewardship of being a responsible caretaker of the planet; and

WHEREAS, MPS recognizes that not all of its graduates will go on to post-secondary education and, therefore, it is the district's responsibility to prepare students for both college and careers; and

WHEREAS, In 1995, over 45,000 jobs were directly or indirectly related to energy efficiency and renewable energy programs, and that number has grown rapidly in the interim since; and

WHEREAS, President Obama is calling on a new class of workers to be trained in environmental fields and has devoted $500 million from the Stimulus to green-jobs training programs; and

WHEREAS, On May 25, 2009, U.S. Education Secretary Arne Duncan announced the Department's participation in new agency partnerships to foster job growth for a new green economy; and

WHEREAS, According to an article in the March 23, 2009, issue of the *New York Times*, "Despite the weakest job market in a generation, the environment and energy sectors are showing remarkable resilience, recruiters and industry insiders say"; and

WHEREAS, MPS students must be introduced to possible career choices in the "green-collar" industry; and

WHEREAS, In order to reduce the potential for social inequalities and injustices in the emerging green economy, we need to develop strategies and programs to ensure that, upon graduation, our students have been exposed to and have the minimum skills necessary to qualify for local green-collar jobs; now, therefore, be it

RESOLVED, That the Administration work with the community to develop a grades 6-12 program at Sarah Scott with a greening focus and a walk-zone preference for enrollment, to be opened in the 2010-2011 school year; and be it

FURTHER RESOLVED, That the Administration explore naming the school the Sarah [Scott] School of Environmental Science and Green Technology; and be it

FURTHER RESOLVED, That the Administration explore partnerships with local colleges and universities for curriculum development and alignment for green technology; and be it

FURTHER RESOLVED, That the plan for implementation and recruitment be brought back to the Board no later than the December 2009 Board cycle.

Administration's Analysis

1. The Administration agrees with the intent of the resolution and has already implemented systems — such as enhanced recycling programs, greater efficiency in energy consumption, solar panels, and bio-retention ponds — throughout the district to incorporate a greening focus.

2. The Administration will explore the cost and options relative to developing a 6-12 school with a greening focus.

3. In a previous item brought forth to the Board, the Administration communicated that, starting with the 2010-11 school year, the Sarah Scott building would be used as a professional development site for the district. At that time, it was indicated that, while the Sarah Scott location might not be able to be used for a potential school site, there are other appropriate sites that could be considered for the proposed 6-12 school with a greening focus. One consideration for the proposed school is Lloyd.

4. If the Administration determines that implementing the program is feasible, the Administration will work to identify a capable school leader to ensure that the development of such a program is successful.

Strategic Plan Compatibility Statement

5. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

6. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the resolution with the following amendments:

RESOLVED, That the Administration work with the community and explore the cost and feasibility to develop a grades 6-12 program at Sarah Scott or another appropriate facility with a greening focus and a walk-zone preference for enrollment~~, to be opened in the 2010-2011 school year~~; and be it

FURTHER RESOLVED, That ~~the plan for implementation and recruitment be brought back~~ the Administration report the results of exploring the cost and feasibility to create a grades 6-12 program with a greening focus to the Board no later than the December ~~2009~~ 2010 Board cycle.

2. direct the Administration to have further private conversation with Director Woodward regarding this item.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Resolution 1011R-014 by Director Bonds to Create an Elementary School International Baccalaureate Program at Phillip Elementary School

Background

At its meeting on July 29, 2010, the Board referred Resolution 1011R-014 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, The *Working Together Achieving More* Action Plan to Improve Milwaukee Public Schools, Section II, High Performing Schools and Classrooms, Goal #5, states that, "School staffs are supportive and responsive to students and families"; and

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a college-preparatory program at the elementary grades; and

WHEREAS, Current district schools that offer IB programming, such as Rufus King International IB School and Ronald Wilson Regan IB, continue to have wait lists each year; and

WHEREAS, The district also has two IB Middle-Years programs, serving grades 6-8, and for the Fall of 2010, Hawley Environmental Charter School will offer IB programming at the elementary level; and

WHEREAS, The yearly wait lists at the schools offering the rigorous IB curriculum demonstrate that Milwaukee parents want their children to be able to take advantage of this program offering; and

WHEREAS, Through the establishment of the Middle-Years Programs, and now an elementary-level program, MPS has embarked upon the request of parents to establish a K-12 continuum for IB curriculum; and

WHEREAS, Increasing college-preparatory program offerings such as IB at the elementary school level would be beneficial to the district, as more children would attend MPS schools; and

WHEREAS, As the district strives to continually meet the demand for high-quality educational programs at all levels, and for all children, MPS is being afforded a valuable opportunity; and

WHEREAS, With the continued high demand for the IB program option, MPS must continue to replicate its most academically successful programs; now, therefore, be it

RESOLVED, That the Administration develop a plan to create an IB elementary school program option at Phillip Elementary School, establishing a community of schools offering a K-12 continuum of the IB program on the north side; and be it

FURTHER RESOLVED, That the school be renamed the Rufus King International Baccalaureate (IB) Elementary School; and be it

FURTHER RESOLVED, That the Administration be instructed to identify an administrator capable and willing to work collaboratively with parents and teachers and to lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers develop and present a formal proposal, not later than the December Board cycle, with plans for opening the IB elementary school program in the Fall of 2012; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall advertise and recruit potential new students who wish to enroll in the program for the upcoming school year.

Administration's Analysis

1. The Administration concurs with the intent of the resolution. The IB programs that have already been established in the district contribute to enrich the continuum of options available for parents in Milwaukee Public Schools.

2. The International Baccalaureate Organization (IBO) has strict regulations relative to the establishment of its program in school districts. There are four stages to established by IBO for interested schools:

Stage 1: Interested schools form

Stage 2: Application form part A

Stage 3: Application form part B

Stage 4: Authorization visit by an IB visiting team

3. The Administration will work with the leaders of the programs already established in the district (King, Reagan, Wedgewood), as well as the IBO, to ensure complete compliance, should it be determined it is feasible to begin the application process for an IB elementary-school program option at Phillip Elementary School.

4 In order to ensure that the development of such a program will be successful, the Administration will work to identify a capable school leader. Establishing such a program requires the commitment of the entire school community, including students, parents, teachers, and administration.

5. Because submission of the interested schools form does not mean that the IBO has agreed to collaborate with the school, nor does it give any guarantee that candidate status or authorization will be granted, it is not possible to state a potential start date for an IB program in any district.

Strategic Plan Compatibility Statement

6. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: Research-proven practices are implemented to improve student achievement.

WTAM applicable measurable objective: 70% of students will be on grade level in science as measured by the WKCE-CRT.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

8. This item does not authorize expenditures. The Administration will research the fiscal feasibility of implementing an elementary IB program.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 1011R-014 with the following amendments:

RESOLVED, That the Administration develop a plan to ~~create~~ determine the feasibility of creating an IB elementary school program option at Phillip Elementary School, establishing a community of schools offering a K-12 continuum of the IB program on the north side; and be it

FURTHER RESOLVED, That, if the plan is determined to be feasible and is approved by the IBO, the school be renamed the Rufus King International Baccalaureate (IB) Elementary School; and be it

FURTHER RESOLVED, That the Administration be instructed to identify an administrator capable and willing to work collaboratively with parents and teachers and to lead the development of such a program, should it be determined feasible and be approved by the IBO; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers develop and present a formal proposal~~, not later than the December Board cycle, with plans~~ for opening the IB elementary school program at Phillip Elementary School ~~in the Fall of 2012~~; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall advertise and recruit potential new students who wish to enroll in the program~~,~~ ~~for the upcoming school year~~ should it be determined feasible and be approved by the IBO.

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 3) Quarterly Report on the District Corrective Action Plan

Your Committee reports having received the following informational report from the Administration.

Administration's Report

The following District Identified for Improvement (DIFI) Quarterly Report provides an update on progress toward meeting the Corrective Action Requirements for Milwaukee Public Schools as a District Identified for Improvement — Level 5. The report also summarizes work within the Office of District and School Improvement.

1. Corrective Action Requirements

   a. The Department of Public Instruction (DPI) presented the Corrective Action Requirements (CAR) to MPS on August 23, 2010 (see attachment). Corrective action requirements result from MPS's identification as a District in Need of Improvement, Level 5. The three overriding goals of the CAR are:

      (1) ensuring highly qualified teachers and leaders in every school;

      (2) improving student performance; and

      (3) ensuring accountability at the district, school, and student levels.

   b. The six sections of the CAR are:

      (1) Ensuring Highly Qualified Teachers in Every Classroom

      (2) Ensuring the Equitable Distribution of Teachers and Principals

      (3) Ensuring High Quality Mentoring and Supports for All Educators

      (4) Implementing a Successful Response to Intervention System

      (5) Implementing a Successful Positive Behavior Interventions and Supports System

      (6) Ensuring Accountability at the District, School, and Student Levels.

   c. DPI requires evidence quarterly. All required evidence for quarter-one CAR was submitted to DPI on September 30, 2010.

   d. A plan for the development of a Comprehensive Mathematics Plan is due by October 29, 2010.

2. School Improvement Grant

   a. MPS has received notification from DPI that the MPS School Improvement Grant proposal was approved. DPI has reserved $45 million for MPS to support the district's persistently lowest-achieving schools over the course of three years, 2010-2013. The grant will support reform efforts in the nine Metro region high schools and 33 Schools Identified for Improvement (SIFI).

b. As part of the proposed reform efforts, vendors for the six identified "Turn-Around" schools in the Metro region — Bay View High School, Bradley Tech, James Madison Academic Campus, Pulaski, South Division High School, and Vincent High School — have been selected. The focus of efforts has been professional development around literacy and mathematics. Vendor-supported ongoing professional development in literacy and mathematics is underway. Professional development occurred prior to the start of the school year and is planned for Saturdays during the school year.

c. DPI is providing on-ground technical support. The Regional Core team monitors SIG compliance at each of the nine schools weekly. Additionally, the district has provided professional development to all schools around the Comprehensive Literacy Plan. PBIS implementation is active in all of the schools receiving School Improvement Grant funds.

d. Two schools, Custer High School and Milwaukee African American Immersion School, have been identified as "Restart" schools for the 2011-2012 school year. An active RFP process is underway at Custer and Milwaukee African American Immersion School to find vendors for the two restart models.

e. The 33 Tier III schools are receiving embedded professional development in Response to Intervention. Sixteen teachers supported through the School Improvement Grant have been trained in the Comprehensive Literacy Plan and related Houghton Mifflin Harcourt (HMH) materials in order to provide literacy instruction to classes while classroom teachers are released for professional development and support around Response to Intervention.

f. Mathematics teachers at three schools (Lincoln Center for the Arts, Dr. M.L. King, and Washington HS IT) are receiving professional development from Texas Instruments to support implementation of the Math Forward program with their students.

3. City Year Mentors. City Year Corp members had a kick-off on October 1, 2010, and are providing intensive supports for students challenged with attendance, behavior, and course performance, particularly ninth-graders. City Year Corp members are at South Division High School, Mitchell, Rogers, 81st, Northwest, and Roosevelt.

4. Learning Team Support

a. Ninety-four school learning teams receive support for teacher teams. Schools receive funding through ARRA for teacher teams to receive professional development in the area of Response to Intervention, using the Plan-Do-Study-Act process for purposes of instructional planning.

b. An additional 38 schools applied for ARRA funding for Learning Team work around the School Improvement Grant.

* * * * *

(Item 4) Informational Report Regarding the Volunteer Initiative and Experience Corps

Your Committee reports having received the following report from the Administration.

Administration's Report

1. In July 2010, the Administration brought forth a new organizational structure that included creation of volunteer services under the Office of Family Services.

2. In order to further align supports and services for students and families, all volunteer duties have been assigned to the Office of Family Services, as illustrated in the organizational chart that was approved by the Board. The Director of this office has been working with staff to identify all volunteer efforts in the district in order to bring them under one area. In addition, a comprehensive plan for utilizing volunteers is underway.

3. This model allows all volunteer services for the district to be coordinated in one central office. This will ensure clarity for members of the community who wish to volunteer in terms of knowing which area to contact.

4. In September 2010, the Board adopted Resolution 0910R-015 by President Bonds, which supported the creation of a central volunteer office to be located in the Office of Family Services. It also approved the transfer of the Contracted Schools Advocate position from the Office of Board Governance to the Office of Family Services to support these efforts.

5. At the request of Director Falk, the Administration is exploring the possibility of utilizing Experience Corps as a component of the volunteer program in MPS.

6. The Experience Corps (EC) program brings older adults aged 55+ into public elementary schools to tutor and mentor children who are at risk of academic failure. The EC program, which began in 1995 in five cities, has grown to include 23 sites. Currently there are nearly 2,000 EC tutors serving approximately 20,000 students.

7. Older adults are recruited to serve in this program and receive training to prepare them for their service assignments, focused on literacy and relationship building. Each Experience Corps volunteer, or "member," is assigned as part of a team to a local elementary school participating in the program. At the beginning of the school year, teachers refer students to the program, and members begin regular tutoring with them. They work with the students throughout the academic year. Most members provide one-on-one tutoring, and most work about 15 hours per week. Across all program sites in the country, over two-thirds of the members receive a small stipend.

8. Experience Corps is a signature program of Civic Ventures, a nonprofit think tank and incubator helping society achieve the greatest return on experience.

9. The Administration will explore the possibility of bringing Experience Corps within the continuum of offerings that the central volunteer office located in the Office of Family Services will ultimately comprise.

10. The Administration will report to the Board on its efforts to increase volunteer services.

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(Item 5) Informational Report on Montessori Education in Milwaukee Public Schools

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Administration is providing an update regarding implementation of Montessori education in MPS in conjunction with The Association Montessori International USA's (AMI/USA) annual Public School Forum on Literacy in Milwaukee (November 5-7).

2. The Montessori programs operate under that guiding principles upon which Montessori education is founded:

a. The Planes of Development: Multi-age classrooms are based on the Planes of Development, with a three-year age span.

b. The Human Tendencies: The Montessori teacher is trained to observe and respond to the human tendencies that all children manifest, e.g., the need to explore, to become independent and self-sufficient, to create order, to move, to develop self-control, to work, to learn from concrete experiences, to repeat, to concentrate, and to perfect one's efforts. As a result, the attendance rate in all the Montessori programs meets or exceeds the Board's goal of 95%.

c. Sensitive Periods: The child passes through periods when s/he is drawn to the mastery of a particular concept or skill. If given the opportunity to pursue his/her interest during these special periods, s/he will be able to learn effortlessly.

d. Grace and Courtesy: Children learn the importance of taking care of themselves, their environment, and each other. Very quickly they form a community, one from which they learn to take responsibility.

3. Montessori schools in MPS have a 35-year history. MacDowell Montessori School was the first public Montessori school in Milwaukee and one of the first in the United States. The number of MPS Montessori schools has grown to nine and now include MacDowell Montessori School, Fernwood/Greenfield Montessori School, Craig Montessori School, Maryland Avenue Montessori School, Kosciusko Montessori, Montessori High School, the Montessori Program at Garden Homes Elementary, Highland Community School (a non instrumentality charter school), and Garden Homes Montessori School (MPS partnership school). Collectively, these schools serve approximately 3,207 MPS students in a K-3-to-12th-grade continuum.

4. Data suggest that MPS Montessori students are learning and retaining the knowledge that meets or exceeds district and state test results (see the demographic data, included in the attachments to your Committee's meeting, that compare a majority of the Montessori students tested on the WKCE in 2009 and 2010). It is to be noted that:

a. African American students are scoring above the state average, with 69% to 57% being proficient at the state level in reading, and 60% to 46% being proficient at the state level in math.

b. Students who have free and reduced lunches are scoring near the state average, 65% to 69% being proficient at the state level in reading, and 59% to 63% being proficient at the state level in math.

c. Students with special needs outperform the state in reading and math, with 49% to 46% being proficient in reading, and 58% to 45% being proficient in math, respectively.

d. In all other areas tested, results consistently show that MPS Montessori students score above the district and, in many cases, above or near state proficient averages.

e. Montessori programs have consistently demonstrated both high attainment (percent proficient) and high growth (value-added). This is consistent with addressing the individual child at his/her academic level so that gains are made, regardless of the student's ability level.

5 Below is a snapshot of last year's data for reading and math.

2009-10 WKCE Data for
Craig, Maryland, Fernwood, and MacDowell Montessori

Reading		**Percent Proficient**		
Student Group	**Enrolled**	**Montessori Schools**	**District**	**State**
African-Am	374	69.0%	50.7%	57.6%
Asian	24	70.8%	64.0%	75.6%
Hispanic/Latino	64	81.3%	60.0%	66.3%
Native-Am	5	100.0%	63.6%	71.4%
White	271	86.3%	76.5%	87.0%
Female	395	77.7%	60.7%	84.2%
Male	343	75.5%	54.3%	79.1%
SpEd	127	48.8%	25.0%	46.4%
Non-SpEd	611	82.5%	65.7%	87.3%
ELL	3	33.3%	44.3%	55.1%
Non-ELL	735	76.9%	59.0%	83.3%
FRL	344	64.5%	53.5%	68.9%
Non-FRL	394	87.3%	73.7%	89.5%
Total	738	76.7%	57.4%	81.6%

Math		Percent Proficient		
Student Group	Enrolled	Montessori Schools	District	State
African-Am	374	60.2%	39.4%	46.4%
Asian	24	66.7%	65.0%	78.1%
Hispanic/Latino	64	71.9%	54.1%	61.9%
Native-Am	5	40.0%	54.1%	63.6%
White	271	84.1%	70.6%	83.4%
Female	395	68.6%	48.5%	77.3%
Male	343	71.7%	49.0%	77.3%
SpEd	127	58.3%	26.0%	44.9%
Non-SpEd	611	72.5%	54.7%	82.6%
ELL	3	33.3%	45.5%	57.3%
Non-ELL	735	70.2%	49.2%	78.6%
FRL	344	59.3%	45.0%	62.8%
Non-FRL	394	79.4%	64.9%	86.4%
Total	738	70.1%	48.8%	77.3%

6. Parents rate the MPS Montessori programs highly on the yearly district climate survey, and there is a high level of parental involvement at the schools. All MPS Montessori school governance councils are fully functioning bodies, and the Parent-Teacher Associations work to ensure that students have additional resources available. This is reflected in the 95% attendance rate at bi-annual parent-teacher conferences.

7. The MPS Montessori programs are recognized worldwide for their large number of participating schools and concentration of Montessori-trained faculty.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following reports:

Report #1

(Item 1) Action in the Matter of an Appeal of Disciplinary Action Under Part IV, Section N(1)(E)(1), of the Contract Between the Board of School Directors and the Milwaukee Teachers' Education Association — Teachers

Background

Your Committee on Accountability, Finance, and Personnel reports have given hearing on Thursday, October 7, 2010, under Part IV, Section N(1)(e)(1), of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association — Teachers, in the matter of an appeal of disciplinary action to suspend the teacher involved for five days and to place a letter regarding this matter in her personnel file.

Committee's Recommendation

Your Committee reports having determined that there existed just cause for the imposition of the discipline recommended by the Superintendent and recommends that the Board uphold the Superintendent's recommendation that the teacher be suspended for five days and that a letter regarding this matter be placed in her personnel file.

Adopted with the roll call vote on the balance of the Committee reports.

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Report #2

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Monthly Report on Contracts under $25,000; Quarterly Report of Contracts between $25,000 and $50,000; and Acceptance of Donations

Award of Contracts

Below is a contract award recommendation for October 2010. Adequate funding is available in the accounts as noted below.

PROFESSIONAL SERVICES CONTRACTS

PROJECT ENGINEERING AND DESIGN SERVICES FOR CYCLIC HEATING COIL AND UNIT VENT REPLACEMENT PROJECT

Juneau High School Campus

Prime Contractor
Power Engineers Collaborative, LLC (PEC)
150 N. Sunny Slope Road, Suite 110
Brookfield, WI 53005

Low Bidder, Base Bid of $54,253.00

Prime Contractor Info

HUB

Certified	Yes
Total # of Employees	33
Total # of Minorities	2
Total # of Women	2
Required	10%
Submitted	100%
$ Value	$54,253.00

COIN

Required %	0%

Student Engagement

Paid Employment (Required Hours)	0
Educational Experience (Required Hours)	10

Funds are budgeted for the Juneau High School campus's project engineering and design services for cyclic heating coil and unit vent replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMSJU ECNCHVA0 (Project #1329, Work Order #011990).

Milwaukee School of Languages

Prime Contractor
Power Engineers Collaborative, LLC (PEC)
150 N. Sunny Slope Road, Suite 110
Brookfield, WI 53005

Low Bidder, Base Bid of.....$45,747.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....33
Total # of Minorities.....2
Total # of Women.....2
Required.....10%
Submitted.....100%
$ Value.....$45,747.00

COIN
Required %.....0%

Student Engagement
Paid Employment (Required Hours).....0
Educational Experience (Required Hours).....10

Funds are budgeted for the Milwaukee School of Languages' project engineering and design services for cyclic heating coil and unit vent replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2ML ECNCHVA1 (Project #1197, Work Order #005557).

Summary — Professional Services

Total professional services contract dollars awarded.....$100,000.00
Total dollars HUB participation.....$100,000.00
% of HUB participation.....100.00%
Minority employees within company.....6.10%
% Women employees within company.....6.10%

EMERGENCY CONTRACTS

ASBESTOS ABATEMENT

Riverside University High School

Prime Contractor
Insulation Removal, Ltd.
12100 W. Silver Spring Road
P.O. Box 250937
Milwaukee, WI 53225-6517

Low Bidder, Base Bid of.....$99,968.69

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 30
Total # of Minorities 24
Total # of Women 3
Required 0
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 0

Student Engagement
Paid Employment (Required Hours) ..... N/A
Educational Experience (Required Hours) ..... N/A

Summary —Emergency Contracts

Total emergency contract dollars awarded $99,968.69
Total dollars HUB participation ..... $.00
% of HUB participation 0%
% Minority employees within company 80.00%
% Women employees within company 10.00%

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of June 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 962,049,202	$ 26,301,548	$ 988,350,750	$ 270,052,307	$ 973,524,917	$ 14,825,833	98%
Categorically Aided	269,186,528	23,845,807	293,032,335	54,972,319	240,163,611	52,868,724	82%
School Nutrition	37,660,110	24,514	37,684,624	11,861,607	41,460,309	-3,775,685	110%
Construction	59,954,297	25,790,445	85,744,742	37,840,728	61,649,627	24,095,115	72%
Extension	13,155,240	2,374,607	15,529,847	609,629	12,291,655	3,238,192	79%
Total All Funds	$ 1,342,005,377	$ 78,336,921	$ 1,420,342,298	$ 375,336,590	$ 1,329,090,119	$ 91,252,179	94%

Below is a summary of expenditures as of June 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 962,049,202	$ 26,301,548	$ 988,350,750	$ 141,514,855	$ 986,471,627	$ 1,879,123	100%
Categorically Aided	269,186,528	23,845,807	293,032,335	35,101,513	261,334,001	31,698,334	89%
School Nutrition	37,660,110	24,514	37,684,624	5,551,833	38,709,618	-1,024,994	103%
Construction	59,954,297	25,790,445	85,744,742	2,856,094	85,734,343	10,399	100%
Extension	13,155,240	2,374,607	15,529,847	1,618,375	13,365,979	2,163,868	86%
Total All Funds	$ 1,342,005,377	$ 78,336,921	$ 1,420,342,298	$ 186,642,670	$ 1,385,615,568	$ 34,726,730	98%

[1]Represents Board-approved transfers during fiscal year 2010 and appropriations for purchases encumbered in fiscal year 2009.

Respectfully submitted,

Ronald J. Vavrik
Director of Finance

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2009, through June 30, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through June totaled $986,471,627, or 100% of the revised budget.

District Contingent Fund

The balance at June 30, 2010, was $250,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 24,980,335
Approved Transfers:	
Board Amendments (October)	(24,480,335)
One Hundred Behavioral Reassignment Seats (June)	(250,000)
Balance — June 30, 2010	$ 250,000

The $24,980,335 is an unusually high amount for the District Contingent Fund. In June 2009, the Board took several actions to reduce budget expenditures and place these funds in the Contingent Fund to cover potential revenue shortfalls. At the October 20, 2009, special meeting of the Board, these funds were redistributed to cover FY10 revenue shortfalls and expenditure increases. After the October Board actions were posted to School Operations, the Contingent Fund's balance was reduced to $500,000.

Construction Fund

Expenditures, encumbrances, and commitments through June totaled $85,734,343, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through June totaled $13,365,979, or 86% of the revised budget.

Revenues and Expenditures:
Current-Year versus Three-Year Average
As of June 30, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-yr Avg.	Current Year	3-yr Avg.
School Operations	98%	98%	100%	101%
Categorically Aided	82%	84%	89%	88%
School Nutrition	110%	112%	103%	111%
Construction	72%	43%	100%	99%
Extension	79%	85%	86%	87%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided in the attachments to your Committee's meeting is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Quarterly Report of Contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly reports of contracts between $25,000 and $50,000. This report includes information for July, August, and September 2010.

Month	School	Project	Contractor	HUB Participation	Amount
July-September 2010	Various	Real Estate Services	Quarles & Brady, LLP	10%	$162.00
July 2010	Curtin School	Video Surveillance	NW Technologies Group, Inc.	0%	$47,288.00
July 2010	Douglas Community Academy	Video Surveillance	NW Technologies Group, Inc.	0%	$42,082.00
July 2010	Marshall High School Complex	Video Surveillance	Innovative Systems, Inc.	0%	$41,236.00
August 2010	Fairview School	Solar Thermal System	Next Energy, LLC, d/b/a Full Spectrum Solar	0%	$48,827.00
Total					$179,595.00

Acceptance of Donations

School	Donor	Gift or Purpose	Amount
ALBA	Roundy's	We Care Program	$59.43
Bradley Tech	Milwaukee Area Workforce Investment Board	School supplies	$900.00
Browning	New Life Assembly of God Church	College scholarship account	$60.00
Carver Academy	William R. Johnson	Uniforms for students who need them	$463.52
Curtin	Pick 'n Save	We Care Program	$143.39
Dover Street	Norman Moses	Four cases of three-ring binders	$324.00
Fairview	Julie and Paul Blazkovec	Field trips	$30.00
Fernwood Montessori	Roundy's	We Care Program	$218.79
Goodrich	Wells Fargo Bank	Office supplies/decorations	$1,000.00
Greenfield	AT&T Pioneers	Book bags and school supplies	$1,800.00
Hamilton	Educators Credit Union	Athletic field project	$7,000.00
Hayes Bilingual	Target	Take Charge of Education	$119.55
Hayes Bilingual	Northwestern Mutual Foundation	School use	$500.00
King H.S.	UWM — Center for Math and Science Education Research	Use by the Math Department	$500.00
King, M.L.	Briggs & Stratton	Eighth-grade civil rights field trip	$20,000
Kluge	Fashion Bug	School supplies	$50.00
Lowell	Pepsi Cola Bottlers	Commission	$52.84
Lowell	Target	Take Charge of Education	$254.84
Milwaukee Public Schools — Office of Family Services	Phyllis Guffin	Giveaways for families that attend parent involvement activities	$80.00
Milwaukee Spanish Immersion	Our Lady of Lourdes	Special event and supplies	$308.23
Northwest Secondary	New Life Assembly	To Social Worker — school supplies for homeless students	$30.00
Riley	Roundy's	We Care Program — classroom needs	$67.02
Riley	Target	Take Charge of Education — classroom needs	$343.88
Riverside	Anonymous	Gospel choir	$7.00
Riverside	Anonymous	Gospel choir	$10.00
Riverside	Praise and Worship	Gospel choir	$30.00
Riverside	Krystal Ganz	Gospel choir	$10.00
Riverside	Andrea Garr	Gospel choir	$10.00
Riverside	Richard Hodge	Gospel choir	$50.00
Riverside	A.K. Jones	Gospel choir	$25.00
Riverside	Viola A. Redic	Gospel choir	$20.00
Riverside	Lorraine Vasser	Gospel choir	$10.00
Transition	Milwaukee Area Workforce Investment Board	Offering employment opportunities for students at Transition	$8,100.00

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
5	Theodore Krotts Facilities & Maintenance Svcs.	Electrician $62,200.00/yr.	09-27-10
4	Eduardo Muniz Facilities & Maintenance Svcs.	Electrician $62,200.00/yr.	09-27-10
		Promotions	
5	Cheryl Damato District & School Improvement	Secretary 2 $36,965.38/yr.	10-20-10
2	Sandra Harrison Human Resources	Human Resources Assistant $33,835.49/yr.	10-11-10
4	Miriam House Facilities & Maintenance Svcs.	Account Clerk II $36,288.90/yr.	10-04-10
2	Melody Lewis Vincent	Building Service Helper II $29,514.05/yr.	10-03-10
2	LaTanya Rushing Human Resources	Human Resources Assistant $30,575.43/yr.	10-11-10
		Changes in Status	
	Delia Campbell[1] 35th Street	School Secretary I $23,413.41/	10-06-10
	Xai Chang[1] Garland	School Secretary I $22,464.00/	10-04-10
	Saundra Griffin[2] Vincent	School Secretary I $29,038.17/	10-04-10
	Monique Howard[3] Wheatley	School Secretary I $34,965.38/yr.	09-30-10
	Vicky Jandegian[4] Acad. of Accelerated Lrng.	School Secretary I $28,900.14/	10-04-10
	LaSonja Jenkins[3] MHSA	School Secretary I $34,965.38/	10-25-10
	Barbara O'Conner[1] Community	School Secretary I $26,800.00/	10-04-10
	Norma Perencevic[1] Fratney	School Secretary I $22,496.00/	10-04-10

Anna Rivera[1]	School Secretary I	10-04-10
Bruce	$29,038.17/	
Widalys Rivera[4]	School Secretary I	10-04-10
Doerfler	$29,038.17/	
Tanya Schmutzler[1]	School Secretary I	10-04-10
Hampton	$22,496.00/yr.	

[1]From a 10-month part-time position to a 10-month position
[2]From Human Resources Assistant 10-month position to a 10-month School Secretary I position
[3]From a 10-month to a 12-month position
[4]From a 12-month to a 10-month position

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Heather M. Boxill Montessori	B	$35,729.00	0	09/01/2010
5,nr,a	Susan Brown-Williamson Special Education/Cross-categorical	B	$35,729.00	0	10/01/2010
5,r	Wendy Concha-Beirs ESL	B	$35,729.00	0	10/04/2010
5,r	Aron B. Corbett Bilingual Education	C	$49,008.00	5	09/01/2010
5,r	Colleen G. Curtis Visually Impaired	B	$35,729.00	0	09/15/2010
5,nr	Erin E. Edwards Special Education/Hearing-impaired	B	$35,729.00	0	10/04/2010
5,r	Meghan E. Goss Special Education/Cross-categorical	BB	$37,391.00	0	09/13/2010
5,r	Jennifer Hawkins Montessori	B	$35,729.00	0	09/17/2010
5,r	Esther Marschall Speech Pathology	B	$35,729.00	0	09/01/2010
5,r	Keith A. Matzkanin Special Education/Cross-categorical	B	$35,729.00	0	09/13/2010
5,r	Brad D. McCallum Special Education/MRP	B	$35,729.00	0	09/02/2010
5,nr	Patricia A. McCarthy Montessori	B	$35,729.00	0	09/07/2010
2,r,b	Nancy C. Meneese Special Education/Cross-categorical	BB	$52,368.00	9	08/30/2010
4,r	Jose J. Munoz Bilingual Education	B	$35,729.00	0	09/23/2010
5,r,b	Donna J. Niedzialkowski Read 180	BB	$52,368.00	9	10/04/2010
4,r	Jessica L. Overland Bilingual Education	B	$35,729.00	0	10/01/2010
2,r,a	Charlotte L. Patterson Special Education/MRP	B	$35,729.00	0	09/01/2010
5,r	John R. Quinn Mathematics	B	$35,729.00	0	10/01/2010
5,r	Megan L. Reinersman Speech Pathology	B	$35,729.00	0	09/20/2010

4,r,a	Josephine Rivas-Castillo Bilingual Education	B	$35,729.00	0	09/13/2010
4,nr	Nora E. Robles Bilingual Education	B	$35,729.00	0	09/13/2010
4,r	Rachel M. Rodriguez Special Education/Cross-categorical	B	$35,729.00	0	09/14/2010
5,r	Jasmina M. Ruano Bilingual Education	B	$35,729.00	0	09/13/2010
5,r	Mary E. Sheehan Speech Pathology	B	$35,729.00	0	09/15/2010
5,r	Rachel E. Streff Science	B	$35,729.00	0	09/10/2010
4,r	Tita Torres Bilingual Education	B	$35,729.00	0	08/30/2010
5,nr	Jelena Trkulja ESL	B	$37,314.00	1	10/04/2010
4,r	Damaris L. Velazquez Bilingual Education	B	$35,729.00	0	10/01/2010
5,r	Elizabeth J. Voth Montessori	B	$35,729.00	0	09/03/2010

Approval of Certificated Appointments — School Social Workers

5,r	Sarah M. Jablonski School Social Worker	2A	$48,636.00	0	09/07/2010

Approval of Certificated Appointments — Occupational Therapists

5,nr	Tina M. Burtard Occupational Therapist	B	$35,729.00	0	09/20/2010

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Castillo-Raclaw, Angela	Finance Department	November 24, 2010
Illness Leave, June 2011:		
Barker, Michael	WCLL	September 20, 2010
Slavens, Anne	Rogers	September 20, 2010
Study Leave, January 2011:		
Rodriguez, Victor	Regular Substitute	September 2, 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Jasmin Altmann	Teacher	09/09/10
Neelam Bajaj	Teacher	08/30/10
Imma Bradley	Teacher	06/16/10
Mary Brenzel-Chavez	Teacher	12/21/10
Richard Brigham	Coordinator	12/01/10
Connor Broderick	Teacher	09/16/10
Deborah Dreyfus	Teacher	10/01/10
Elaine Drinan	Supervisor	11/19/10

Sigmund Eigner	Teacher	06/15/10
Anne Feyen	Teacher	08/26/10
Kathy Figueroa	Teacher	09/10/10
Sarah Gibowski	Teacher	08/31/10
Adam Gloudemans	Teacher	08/30/10
Maribeth Gosz	Assist. Prin.	08/24/10
Michelle Grosso	Teacher	06/30/10
Melissa Hedges	Teacher	08/31/10
Michael Helbick	Teacher	09/17/10
Rebecca Hoeppner	Teacher	08/27/10
Cindy Huebschmann	Nurse	08/31/10
Margaret Igowsky	Teacher	09/10/10
Gerard Jaszewski	Teacher	08/22/10
Delores Johnson	Teacher	10/01/10
Yvette Johnson-Towers	Nurse	08/27/10
Melissa Kaale	Nurse	08/10/10
Erika Kanning	Nurse	10/31/10
Lola Kennedy	Teacher	09/10/10
Delores Kilgore-Melvin	Nurse	08/26/10
Marilyn Killian	Teacher	07/01/10
Simon Kurt	Teacher	08/30/10
Emily Lucas	Teacher	06/23/10
Conley Mattrisch	Teacher	08/02/10
Jeannnine McFadden	Teacher	09/10/10
Jane Ripp	Teacher	12/14/10
Julio Santiago	Teacher	10/29/10
Jessica Trejo	Teacher	09/02/10
Christian Wood	Teacher	10/08/10
Josh Zimmers	Teacher	09/22/10

Classified Retirements

Name	Position	Effective Date
Ruth Braggs	General Ed. Assistant	09-07-10
Jean David	Para Educational Asst.	09-08-10
Bernadette Evans	General Ed. Assistant	09-01-10
Craig Gilbart	School Nurse Associate	09-01-10
Augustine Hamilton	School Secretary I	09-25-10
Clarence Ingram	Bldg. Service Helper I	09-07-10
Cladie Miller	Bldg. Service Helper I	09-09-10
Cynthia Miller	General Ed. Assistant	09-25-10
Howard Rauscher	Groundskeeper	09-18-10
Jacqueline Rindall	Food Service Asst.	09-25-10
Peter Rosa, Jr.	Building Laborer	09-01-10
Marsha Spencer	General Ed. Assistant	09-01-10

Affirmative Action Report

5. The Affirmative Action monthly personnel transaction report for September 2010 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon approval by the Board:

2(nr)	Franklin A. Tucker	Administrative Reform Coach Washington High School	Schedule III, Range 12A $92,062
2(r)	Denise Callaway	Coordinator, Business & Community Partnerships Office of the Superintendent	Schedule III, Range 11A $103,218

Codes:

2	African American
r	Resident who must remain resident
nr	Non-resident who must become resident

Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, 19.85(1)(c), to consider personnel matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

The Board retired to executive session at 7:31 PM.

The Board reconvened in open session at 7:43 PM.

Director Miller moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

(Item 4) Monthly Report of the Chief Accountability and Efficiency Officer and Action on the Purchase of Additional Modules for the District's Financial System Software

Update on Current Projects — Evaluation of New Financial Software

1. Integrated Finance and Accounting System (IFAS), a product of SunGard Inc., is the district's financial system. In an effort to reduce costs, not all financial modules were implemented when IFAS was brought online in 2002: Rather than purchase the IFAS contract-management module, MPS adapted the IFAS purchasing module to double as a contract-management module. Furthermore, MPS purchased, but did not implement, the IFAS grant-management module.

2. The Office of Accountability and Efficiency (OAE) has been tasked with looking for ways to enhance the district's financial accountability and efficiency through improved automated process flows and increased reporting capabilities. One option OAE explored with the Division of Technology was expanding the use of the IFAS system by implementing additional modules and features.

3. On September 23, SunGard's representatives demonstrated both the contract-management and grant-management modules to users and decision makers in the MPS grants and contracts areas. The Chief Financial Officer, Finance Director, and Chief Accountability Officer also attended the demonstrations.

4. Afterward, attendees were asked to complete surveys designed to determine the level of interest in acquiring and implementing the modules. The surveys asked attendees to rate the modules on a scale from 1 to 10 for their effectiveness in meeting existing needs. To date, reviews have not been received from two key stakeholders in the decision process; however, based on responses received from the accounting manager, HUB program coordinator, and performance audit manager, the average score for each module was 8, indicating attendees felt the modules would, indeed, address district needs.

5. The surveys also requested attendees to list benefits the modules provided that existing systems do not offer.

a. Survey respondents said the *contracting module:*

- assists in tracking contract data;
- assists in gathering contract data into a single source;
- eliminates "or reduces" the need for passing paper documents;
- fully integrates with the existing purchasing module;
- provides the ability to link an RFP with a contract;
- allows retainage on invoice payments; and
- allows for reporting of more data fields.

b. Survey respondents said the *grant module:*

- captures grant background data in IFAS;
- assists with grant monitoring;
- helps organize grants;
- catalogs grant data more efficiently and accurately;
- increases the number of grant reports available;
- provides a district-wide grant profile;
- provides the ability to track grants from RFP to final payment;
- makes grant data available across the district;

- increases efficiency; and
- improves budget presentations.

6. OAE believes implementation of the grant-management modules could allow the district to address issues previously identified:

- Lack of a single source for all grants data
- Grant data not being accessible to everyone with a need to know
- Insufficient accessibility to grant data through standard reports.

7. OAE believes implementation of the contract-management modules could allow the district to address issues previously identified:

a. No central location for all contracts

(1) The different contracts or each year's revisions are not easily identifiable.

(2) Contracts are not in one location and often difficult to find.

(3) There is a need to identify recurring vendors and additional opportunities to standardize contracts

b. Contract follow-up is difficult and not always done

(1) There is a need to verify that initial RFP requirements (e.g., service expectations, diversity) were met.

(2) The contract must be linked to an original RFP or bid document.

c. No standard contract processing and approval routing

(1) There is a need to ensure that all contracts are properly routed to required departments, such as procurement and contract compliance, so that all contract criteria are incorporated into approvals.

(2) All contracts need to be routed through the contract specialist, who then needs a centralized location for questions and issues.

(3) There is a need to obtain contract approvals and retain comments to document-approval process.

(4) Cost-benefit analysis and service-level metrics must be incorporated into the contracting process.

8. During the demonstration of the contract-management module, SunGard representatives made attendees aware of another SunGard product, called Bid Online, which could help enhance bid transparency by allowing all bidders and the public to see bid results on a secure website as soon as the bid period is closed. It could also help streamline the entire bid process, including bid creation, vendor notification, bid response, and bid evaluation. Bid Online is fully integrated with the IFAS purchasing module currently used by MPS. Attendees were interested in learning more about Bid Online and requested cost information.

9. OAE notes that implementation of software alone will not resolve contracting or bid-performance issues. It is essential that the relevant departments and functions devote the human resources necessary to ensure effective, consistent use of any new system.

Next Steps

10. If the district chooses to pursue implementation of any of the modules, next steps would include:

- estimating the human and financial resources required to procure and implement these modules;

- establishing timelines for implementation of the modules;
- identifying human resources needed for implementation and determining when and if they can be made available for this project;
- identifying potential funding sources; and
- establishing an implementation team and implementation plan.

11. Below is an estimate of the direct costs of acquiring and implementing the contract, grant, and Bid Online modules in the implementation year and the year following implementation

IFAS Module	Year 1	Year 2
Contract Management	$73,551	$5,939
Grant Management	$43,078	$5,939
Bid Online	$83,225	$7,584

While survey respondents recommended implementing the contract and grant modules, the significant internal time resources required would increase the overall cost of the implementation. Many of those additional costs, however, likely will be absorbed by department budgets.

12. The district should identify and assure the availability of staff before any implementation begins.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the report of the Chief Accountability and Efficiency Officer;
2. direct the Administration and the Chief Accountability and Efficiency Officer to jointly pursue the implementation of the grant-management and contract-management modules, as well as BID Online (a SunGard product); and
3. direct that, once all costs and expenses for the superintendent search have been paid, all funds remaining in the SPS-0-0-BSD-B01-ECTS (Superintendent Search) budget line be transferred to the Office of Accountability and Efficiency's budget, to be allocated for the purchase and implementation of the abovementioned modules and financial-system software.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 5) Action on Resolution 1011R-017 by Director Woodward to Place a One-Year Moratorium on Contracting for Outside Educational Consulting Services

Background

At its meeting on August 26, 2010, the Board referred Resolution 1011R-017 by Director Woodward to the Committee on Accountability, Finance, and Personnel:

WHEREAS, The *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools*, states as a core belief that "leadership and accountability are keys to our success"; and

WHEREAS, The Milwaukee Board of School Directors remains committed to maintaining proper oversight of the District and to ensuring accountability to the students, parents, taxpayers, and citizens of Milwaukee; and

WHEREAS, Members of the public are expressing an increasing desire to see more accountability and transparency in the way in which publicly funded entities operate; and

WHEREAS, In FY10, MPS hired over 170 consultants who were paid over $1,000 each and, of these, roughly 43 were paid between $10,000 and $50,000, seven were paid between $50,000 and $100,000, and eight were paid over $100,000; and

WHEREAS, With the FY11 budget, over 400 MPS educators were laid off, many of whom are highly qualified educators; and

WHEREAS, Goal 3 of the *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states that leaders and staff will demonstrate continuous improvement though focused professional development; and

WHEREAS, The ongoing professional development offered to educators through MPS can enable less-qualified teachers to attain the status of "highly qualified"; and

WHEREAS, MPS also offers tuition-reimbursement opportunities for instructors to continue their formal educations, which will also increase the number of highly qualified teachers; and

WHEREAS, With all the potential for our own teachers to be considered highly qualified, MPS should strive to tap into the skills, knowledge, and resources of our own staff, rather than spend money on outside contractors to offer educational expertise; and

WHEREAS, The best ideas often come from within, rather than from consultants who are far removed from the day-to-day operations of the district; and

WHEREAS, Relying on teachers as the primary-source educational expertise would add an additional layer of accountability; and

WHEREAS, Consultants leave once the project is complete, while teachers are permanent staff who have a stake in the outcome of their work; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby place a moratorium on contracting for outside educational consulting services; and, be it

FURTHER RESOLVED, That this moratorium remain in effect for one year, with a report on the savings be presented to the Board at the end of that period.

Administration's Analysis

1. The Administration has not conducted an independent analysis of the number of educational consultants contracted and amounts paid to them during FY10, but defers to the resolution's analysis.

2. The Administration concurs that MPS should strive to fully utilize the skills, knowledge, and resources of our own staff, rather than spend money on outside contractors to offer educational expertise; however, there are instances wherein MPS will lack the internal capacity or educational expertise to provide desired services.

3. The Administration proposes a process wherein the Administration contracts for educational consulting services only when there is not internal capacity to perform the services, or when a cost-benefit analysis reveals that it would be substantially more cost-effective to perform the services by contract.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan

Goal 3 of Leaders and staff will demonstrate continuous improvement though focused professional development

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

5. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendments:

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ~~hereby place a moratorium on~~ contract~~ing~~ for outside educational consulting services only when there is no internal capacity or a cost-benefit analysis reveals that the services can be performed much more cost-effectively by contract; and be it

FURTHER RESOLVED, That ~~this moratorium remain in effect for one year, with a~~ the Administration report to the Board on the effectiveness of this model and any savings realized ~~be presented to the Board~~ at the end of a one-year ~~that~~ period.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board:

1. cancel the following RFP-704 and enter into a contract with the current vendor for one additional year; and

2. approve the following contracts for RFP-554 and RFP-537.

RFP 704 Goodwill Talentbridge for Dispatching Services for District Substitute Handicapped Children's Assistants and Agency-Certified Nursing Assistants

The Administration is requesting authorization to enter into a contract with Goodwill TalentBridge for dispatch services of District substitute Handicapped Children's Assistants (HCAs) and agency Certified Nursing Assistants (CNAs).

Goodwill TalentBridge will administer a pool of 75 MPS substitute HCAs and dispatch them as needed to meet the needs of the schools. In addition, the vendor will provide, from its own pool of temporary CNA staff, sufficient CNAs to meet MPS's needs on a daily basis. Goodwill TalentBridge will document all activity pertaining to the HCA/CAN dispatching; report activity in a web-based, real-time format accessible to MPS; and provide monthly billing to each school for each agency CNA dispatched.

The vendor was chosen pursuant to RFP 704, which closed on September 3, 2010. This is the first time that MPS has contracted with Goodwill TalentBridge to provide these services.

The first year of the contract will run from November 1, 2010, through June 30, 2011, with the option to extend for up to two additional one-year terms. The annual cost of the contract will not exceed $1,300,000. The total three-year cost of the contract will not exceed $3, 900,000.

Budget Code: Various school budget according to use

HUB % set 0%

HUB % proposed 0%

Total HUB $ $0

Budget Code..... Various school budgets, according to use
Budget Amount..... NTE $1.3 million yearly/$3.9 million total
HUB % set 0
HUB % proposed 0
Total HUB $.....0

Student Career Awareness Requirement..... 10 hours/year

RFP-554 JC Triplett and Sons Moving Company for the Pickup and Delivery of Equipment

The Administration is requesting authorization to enter into a contract with JC Triplett and Sons Moving Company to deliver new technology equipment and pick up old equipment from schools. The District does not have a transportation department and, therefore, must contract with commercial firms for such services.

The vendor was chosen pursuant to RFP 544. The vendor was one of five vendors selected to provide moving/delivery services and is an approved vendor (and thus eligible to be awarded a contract) through October 31, 2010. The Technology Division has used this vendor before.

The contract will run from October 1, 2010, to October 1, 2011. The total cost of the contract will not exceed $90,000.

Budget Code..... TSV-0-0-TEC-TC-ECTS
Budget Amount.....$90,000
HUB % set 5%
HUB % proposed 100%
Total HUB $.....$90,000

RFP-537 Quality Temps, Inc., (QTI) to Assist with Ensuring that ARRA Fund Requirements Are Met

The Administration is requesting authorization to enter into a contract with Quality Temps, Inc., (QTI) to perform various administrative support, accounting, and documenting functions associated with funds received by MPS through the American Recovery and Reinvestment Act (ARRA). The assigned employee will be responsible for the monitoring of daily expenditures charged to ARRA budgets to ensure that all expenditures are consistent with program requirements and for the reconciliation of budgets to expenditures. Services will be provided to the Title I Coordinator and Title I Supervisor for non-public schools.

QTI was approved as a vendor pursuant to RFP 537 on October 7, 2010, and will be approved through October 6, 2013.

The contract will run from October 31, 2010, through October 30, 2011. The total cost of the contract will not exceed $70,000.

Budget Code.....OGA-0-A-D31-SN-ECTS
Budget Amount.....$70,000
HUB % set 10%
HUB % proposed 10%
Total HUB $.....TBD

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 7) Informational Report on a Comprehensive Approach to Program Consolidation and Closing Buildings

Your Committee reports having received the following informational report from the Administration.

Background

1. The Administration in 2004 projected that the District's excess capacity would be 20,848 seats by 2014. The cost of the excess capacity was estimated at $26.5 million. The analysis was based on a projected operating capacity developed using District facilities standards (last revised and approved by the Board in July 2003) and enrollment projections. The capacity analysis assumed completion of the Neighborhood Schools Initiative (NSI), maximum SAGE enrollment in the elementary schools, and full implementation of the high-school redesign initiative.

2. Since 2004, the District has closed 24 schools. Three of those schools were reopened, two more are leased, and 19 schools remain unoccupied. The 19 unoccupied schools represent approximately 10,000 seats.

3. The District in the past has used a variety of methodologies for recommending school closings to the Board. The criteria have included factors such as enrollment, financial outlook, age and condition of the school facility, program offerings, school academic performance, and other school options in close proximity.

4. The Administration desires to develop short- and long-term criteria for future school-closing recommendations.

5. Enrollment continues to decline at a three-year average rate of 1.65% per year (including Chapter 220 and Open Enrollment/waiver students in suburban schools) and an average rate of 2.35% in MPS sites (including partnership, contracted, and non-instrumentality charter schools). Efforts to recruit additional non-instrumentality charter schools are expected to result in a slowing of the enrollment decline at the district level, although the decline in the traditional and instrumentality charter elementary, K8, middle, and high schools is expected to continue.

6. The District continues to face financial challenges and is committed to making fiscally responsible decisions to redirect resources directly into the classroom.

7. The District is committed to measuring educational performance and program outcomes and for providing high-performing program options to families.

8. One of the measureable outcomes of the District's Strategic Plan is to reduce annual operating costs for excess space by $10 million by FY12. Building and school operations savings are annually

distributed to schools on a per-pupil basis. For FY11, $7,071,052 in school-closing savings was distributed to schools.

9. On April 17, 2010, the Board held a retreat to begin discussions about a new approach to district enrollment and the efficient use of the District's real estate.

Administration's Analysis

10. The District's enrollment for the 2010-11 school year, excluding Chapter 220 and Open Enrollment/waiver students attending other districts, is 81,372. This enrollment includes 77,432 students who are educated in MPS facilities (95.16%). The remainder includes 1,771 partnership and K-8 contracted students, 1,567 non-instrumentality charter students not in MPS facilities, and 602 students in leased facilities.

11. The following is a comparison of third-Friday enrollment counts by grade levels and the number of seats available in buildings that are open:

Grade Configuration	2010 Third-Friday Enrollment in MPS Schools	Seats Available in Open Schools	Variance
Elementary/K-8	50,172	62,667	12,495
Middle Schools	6,286	7,755	1,469
High Schools	20,974	28,202	7,228
Subtotal	77,432	98,624	21,192

12. Preliminary analysis indicates that, in five years, the District's total enrollment will be 86,239 students, with approximately 68,267 of those students (not including non-instrumentality charters in MPS facilities) attending school in MPS buildings. The District could have excess capacity of 30,357 seats.

13. In order to recommend specific schools for closure, further analysis is needed to determine where the vacant seats are located, factors affecting the reduced enrollment, grade configuration, proximity of schools to other schools, school performance, and the overall use of space within individual buildings.

14. The District has a number of multiplex facilities in which multiple programs occupy one site. There have also been revisions to grade configurations that have modified the traditional model of elementary (K through grade 5), middle school (grade 6 through grade 8), and high school (grade 9 through grade 12). Variations to the traditional grade configuration provide more options to parents in selecting programs that best suit the individual needs of their children. It is important to note that the comparison of available seats to enrollment by grade level is a comparison of district-wide seats. They are not affiliated with any particular facility.

15. The Administration is working on both a short- and long-term strategy for reducing operational costs related to district facilities. Both strategies include closing buildings, reducing the space which the District leases from outside entities, and selling surplus properties. For example, short-term immediate strategies now underway include:

- negotiating four non-instrumentality charter contracts that could result in 1,736 additional full-time-equivalent contracted seats by 2015-16. These contracts may include provisions for leasing MPS facilities; and
- examining space that the District leases in other facilities and terminating one lease effective December 11, 2010. An examination of program-consolidation options may result in the termination of other leases as of June 30, 2011.

16. The Administration will develop a long-term strategy for reducing operational costs related to district facilities and will bring the strategy to the Board at a later date. Components that will be included are:

- grade-span configurations (e.g., Grades K-5, K-8, 6-8, 6-12, 9-12);
- school size by grade-span configuration;
- Multiplexing; and
- early childhood programming (e.g., three-year-old regular education programs, class-size reduction).

Strategic Plan Compatibility Statement

17. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objectives: Annual operational cost for excess space will be reduced by $10 million. 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

18. This item is consistent with Administrative Policy 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…" It also meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

19. This item does not authorize expenditures.

20. Savings resulting from the closure of facilities will be identified and brought back to the Board in December 2010, when a recommended list of sites has been identified.

Implementation and Assessment Plan

21. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

22. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreation facilities and recreational programming.

23. The cost-benefit analysis will accompany the Administration's recommendations to be brought back to the Board for approval in December 2010.

24. Community engagement process: The Administration will conduct a number of steps to engage the community in the process of consolidating and closing school buildings. The Office of Communications

and Public Affairs will develop fact sheets, presentation materials, and news releases with information concerning the District's consolidation and closure analysis and criteria. This same information will be posted on the MPS website for easy access by the community. The eight MPS Regional Executive Specialists will each lead and conduct evening informational meetings in their regions for the schools' staff and community members to present fact sheets and materials concerning consolidation and closure criteria and process.

25. Once specific schools and programs have been identified for closure or consolidation, the Regional Executive Specialist for each identified school or program will then hold a number of meetings to inform and engage the community. Those include, but are not limited to, a meeting with the school staff, a meeting with the school's School Governance Council, and a meeting with the parents and community members of the identified school.

26. Throughout the closure process, appropriate Central Services offices will be kept apprised of timelines, processes, etc. so that they will be prepared to assist school communities and staff in the reassignment and relocation process.

27. The Administration will bring to the Board in December a list of schools recommended for program consolidation and building closure as well as a cost-benefit analysis.

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(Item 8) Action on Proposed Allocations of Special Education Contracted Seats

Background

1. Milwaukee Public Schools is required to provide a continuum of services, including a continuum of placements for students who have significant needs that are emotional, behavioral, or social. As their particular educational needs may not be able to be addressed appropriately within a traditional school setting, it is necessary to contract with non-traditional contracted schools and agencies to serve these students.

2. Under the provisions of Wisconsin Statute 115.85(2)(d), the Board is authorized to contract with private, non-sectarian special education agencies to provide special education services to pupils enrolled in MPS. In addition, the Board has secured a waiver from the provision of PI 11.06 (1)(d) of the Wisconsin Administrative Code, requiring the state Superintendent of Public Instruction to individually approve each individual placement of students with disabilities in private agencies.

Administration's Analysis

3. At the Board's meeting on June 24, 2010, the Administration recommended the pre-approval of 94 seats to be considered by district administration and the IEP teams, as needed, to meet the highly individualized needs of any given student. Use of the pre-approved funds would be limited to securing placements, as needed, with one of the following vendors:

- St. Aemilian Lakeside
- Willowglen Academy (Phoenix Care Systems)
- Banner Learning Corporation
- Kradwell
- St. Rose
- St. Charles, Inc.
- Norris School District (The Norris Adolescent Center).

4. Due to the determination of an IEP team, and in order to meet the federally and state-mandated requirements for a full continuum of services — including services for the most significantly involved students — the Administration is recommending the approval of the Oconomowoc Developmental Training Center (Genesee Lake School).

Strategic Plan Compatibility Statement

5. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 70% of students will be on grade level in science as measured by the WKCE-CRT.

Statute, Administrative Policy or Board Rules Statement

6. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS standards for contracting with alternative partnership schools, and the Wisconsin Administrative Code regarding the granting of waiver requests.

Fiscal Impact Statement

7. The Board granted approval of expenditures for the individualized continuum extension options seats, totaling $2,382,471 for FY11, on June 24, 2010. The costs for the seats are shown below:

Fiscal Year	2009	2010	2011
Number of Seats	25	40	94
Cost	$750,000	$1,200,000	$2,382,471

a. The 94 individualized continuum-extension options will be funded at $20,110.33, $27,000.00, $20,701.75, or $30,240.00, depending upon the additional services required for students in varying grade levels, varying special educational needs, and the costs of the severe-student placements.

b. Funding to cover the cost of the seat is included in the FY11 budget in account ARC-0-1-AGN-1S-ECTV (Contracted School Services).

Implementation and Assessment Plan

8. Unless otherwise negotiated and agreed to by the parties in writing, each special education site shall establish to the satisfaction of MPS on an annual basis that the partnership school or agency has complied with performance standards specified in the contract.

9. All students with disabilities will have functional behavioral assessments and behavior-intervention plans within their IEPs that will result in an improvement in behavior, as reflected in a reduction in behavioral incidents, suspensions, and other disciplinary actions. Students must be involved in the development of their own behavioral support plans.

10. Each contracted school shall achieve a percentage of students with disabilities in grades K-12 meeting at least 80% of their IEP goals.

11. All students with disabilities shall participate in district-wide and statewide assessments, with accommodations and modifications if appropriate (as determined by the IEP Team). If alternative assessments will be given, as determined by the IEP Team, they must reflect high standards and expectations.

12. Each contracted site, in collaboration with the Department of Special Services, will develop appropriate transition plans for all students.

Committee's recommendation

Your Committee recommends that the Board authorize the approval of the use of individualized continuum-extension options seats at the Oconomowoc Developmental Training Center (Genesee Lake School).

The Administration will proceed with the understanding that contracts with approved agencies and schools may not exceed $2,382,471 in total. Contracts with specific agencies or schools will depend upon the identified needs and services required by the individual assigned students, as determined by their IEP processes.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 9) Action on a Request To Approve a Development Agreement with Journey House for the Construction of a Journey House Addition Adjacent to Longfellow School

Background

1. On August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI) calling for MPS to collaborate with community-based organizations (CBOs) to provide additional seats in strategic areas. One of the identified CBOs was Journey House, a nonprofit corporation that provides programs to the community and neighborhood surrounding Longfellow School. The partnership between Journey House and MPS never came to fruition. Journey House, however, is the current operator of the Longfellow School's Community Learning Center program (the "Longfellow CLC").

2. In January 2008, Journey House approached MPS, indicating its continued interest in collaborating with MPS to the mutual benefit of MPS, the public, and Journey House. Journey House proposed a ground lease adjacent to Longfellow School on which a connected facility would be built containing a gymnasium, administrative space, and adult classrooms, thus allowing Journey House to expand its programming for Longfellow Students and persons in the surrounding community. This would also create the opportunity for Longfellow to obtain access to a new gymnasium and to construct a badly needed new kitchen and cafeteria for Longfellow. It also creates the ability to convert the space formerly used for the kitchen, cafeteria, and gymnasium to classroom space.

3. In July 2008, the Milwaukee Board of School Directors entered into a development agreement with Journey House for construction of an addition to facilitate the activities of the partnership. The agreement also outlined the parameters of the ongoing partnership between MPS and Journey House. The original agreement outlined a plan that was contingent upon Journey House's ability to raise funds sufficient to build the annex and pledged MPS's cooperation in entering into agreements to allow Journey House to build and operate its facility on the Longfellow property. Specifically, the original development agreement promised that MPS would enter into a 99-year ground lease and operating agreement with Journey House. It anticipated that construction would begin in 2011.

4. Since that time, the original financial plan for the construction of the new addition has changed: The Milwaukee Public Schools has borrowed funds through the ARRA Qualified School Construction Bond Program (QSCB) for this project. This necessitates a revision to the original development agreement.

5. The Administration is seeking authorization to enter into a revised development agreement with Journey House that details the proposed partnership. The revised agreement contains similar operating provisions, but also covers a new financing arrangement.

Administration's analysis

6. The revised development agreement includes shared financing for construction of the addition to Longfellow School. Milwaukee Public Schools would provide a total of $2,950,000, comprising $2,565,650 in QSCB debt and $384,350 in construction-levy cash. These funds are provided in the FY10 budget. Journey House will provide financial support for construction in the amount of $2,595,000.

7. Longfellow School is a fully-enrolled K-8 school with an enrollment of approximately 912 students. Approximately 47% of the students are from the attendance area. Longfellow routinely turns away students due to having reached its capacity.

8. A partnership with Journey House to build an annex to Longfellow School will benefit all parties.

a. The Journey House addition includes the construction of a new gymnasium which Journey House students will have the right to use.

b Journey House will use the new building to provide before- and after-school programs and summer programs for students attending Longfellow School and for children in the surrounding community. The shared use of the cafeteria, kitchen, gymnasium, locker rooms, and restrooms will allow both Longfellow School and Journey House to provide services to the children they serve that neither could provide alone.

9. Journey House's core commitment to serve the same population as does MPS allows for a unique synergy that will allow MPS and Journey House to more effectively serve the students and community surrounding Longfellow school.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 8, the district builds partnerships to support student achievement

WTAM strategy: The district strengthens and expands business and community partnerships.

Statute, Administrative Policy or Board Rule Statement

11. The item is consistent with administrative policies and procedures and applicable law.

Fiscal Impact Statement

12. This item authorizes expenditures from QSCB funds in the amount of $2,565,650 and FY10 construction fund cash of $384,350 from account FAR00MMSLOECNC (ARRA — QSCB for Longfellow) and FAR00MRPLOECNC ADD0 (Construction Fund — cash for Longfellow).

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will execute the Longfellow School/Journey House Development Agreement. Assuming that Journey House is able to raise sufficient funds to move forward with the project, the Administration will work with Journey House to draft the additional documents called for by the development agreement.

Committee's Recommendation

Your Committee recommends that the Board approve the Longfellow School/Journey House Development Agreement, as attached to the minutes of your Committee's meeting.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 10) Action on a Request to Authorize Contract Delivery Driver Services for Transporting District Materials, Tools, and Equipment

Background

1. The Division of Facilities and Maintenance Services (DFMS) is requesting authorization to purchase delivery-driver services on a pre-approved basis for transporting district materials, tools, and equipment to various MPS sites as necessitated by the needs of schools and departments.

2. A pre-approved list of qualified firms allows the District the flexibility to use delivery services on an as-needed basis.

Administration's Analysis

3. A Request for Proposals (RFP) for delivery driver services was released in July 2010. A total of five responses were received. The responses were evaluated based on the following:

- responsiveness of the proposal in clearly stating and understanding the work to be performed;
- the experience and qualifications of the firm submitting proposal;
- reference responses;
- knowledge of and experience in all state and local codes;
- total cost of proposed services;
- ability to meet proposal requirements; and
- overall responsiveness to the needs outlined in the proposal.

4. The firms to be pre-approved are:

- Hampton Suds, LLC
- 4 Star
- Bonded Transportation Solutions, Inc.
- CS Logistics, Inc.
- CH Coakley & Company.

5. Based on the recommended list of providers, we anticipate participation by historically underutilized businesses (HUBs) to exceed the District's goal of 25% during the contract period. Four of the five firms recommended for participation are HUB firms. Information relative to actual participation by the HUB firms will be included in the annual HUB report to the Board.

Strategic Plan Compatibility Statement

6. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: Provide timely and cost-effective repair and maintenance services.

WTAM measurable objective: Increase the percentage from 87% to 90% the work orders completed that are within 10% of the median cost per square foot as measured by the Council of Great City Schools benchmarking data.

Statute, Administrative Policy or Board Rules Statement

7. Board Governance Policy BG 4.07 requires formal bids or requests for proposals for the purchase of services in excess of $25,000. In addition, Administrative Policy 3.09 states that no professional services contract can extend more than three years.

Fiscal Impact Statement

8. This item authorizes expenditures. The expenditure amount for FY11 is estimated at $40,000. The funds to support the contract labor services are included in DFMS budget, account code MTN-0-0-FSH-11-ECTS, Maintenance and Repair Contract Services.

Implementation and Assessment Plan

9. Upon approval by the Board, the respective firms will be notified that they are on the list of pre-qualified delivery drivers. Delivery driver services will be utilized throughout the fiscal year.

Committee's Recommendation

Your Committee recommends that the Board authorize the Division of Facilities and Maintenance Services to purchase delivery-driver services on a pre-approved basis from the contractors listed below for a period of three years:

- Hampton Suds, LLC
- 4 Star
- Bonded Transportation Solutions, Inc.
- CS Logistics, Inc.
- CH Coakley & Company.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 11) Action on a Request to Waive Administrative Procedure 5.01(3) and to Approve a Lease Agreement with Highland Community School at the Sarah Scott Facility

Background

1. Since 1996, Highland Community School has been under contract with the Board to operate a MPS non-instrumentality charter school serving students K3 through eighth grade. The mission of Highland Community School is to provide quality Montessori education and a nurturing environment for an economically and culturally diverse group of children.

2. The current enrollment of the Highland Community School's program exceeds the capacity of its facility at 3030 W. Highland Ave. Because of that, Highland Community School needs to lease one classroom space for the 2010 school year.

3. Highland Community School entered into a lease agreement with St. Paul's Lutheran Church for its additional space needs; however, this space was damaged as a result of the heavy rains and flooding of July 22, 2010, and could not be repaired in time for the start of school.

4. Highland Community School contacted MPS Administration for the purpose of leasing one classroom within a MPS facility. The timing of the request for space from Highland Community School did not allow for Board action prior to the program's moving into Sarah Scott; therefore, the Administration drafted a Right of Entry document as a temporary vehicle for occupancy of the requested space to cover the period of September 1, 2010, to October 31, 2010. The Right of Entry document identified the parameters of the space to be leased, a lease rate of $6.00/square foot, insurance requirements, and indemnification language. Revenue associated with the Right of Entry would be two months' rent ($1,350 times 2 = $2,700). The Right of Entry document is consistent with the terms and conditions contained in the formal lease document.

5. The Sarah Scott facility, located at 1017 N. 12th Street, is currently open and partially occupied by MPS administrative staff for the purpose of providing professional development services to district employees.

6. Since the Sarah Scott facility is open and partially occupied, there is space available for Highland Community School to use on a temporary basis.

Administration's Analysis

7. This item requests authorization for the Administration to enter into an eight-month lease agreement with Highland Community School to lease classroom space in the Sarah Scott facility. The lease would commence on November 1, 2010, and terminate on June 30, 2011.

8. The proposed lease between MPS and Highland Community School will allow the Highland Community School program the ability to secure the necessary space to accommodate its current enrollment. Highland's students are included in MPS enrollment counts.

9. The proposed lease calls for payments totaling $10,800.

10. This rate is based on eight months of operating expenses for 2,700 square feet at a rate of $6.00 per square foot. The lease will commence on November 1, 2010, and will terminate on June 30, 2011. There is no option for renewal.

11. A copy of the proposed lease agreement is attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

12. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The District allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

13. The Administration is seeking waiver of Administrative Procedure 5.01(3), Rentals and Services (Leases).

Fiscal Impact Statement

14. This item does not authorize expenditures. Revenue from the lease agreement, anticipated at $10,800 for FY11, will be deposited in the Construction Fund, account FAR-0-0-TCN-DW-RRNT, which will cover related utilities and operational expenses.

Implementation and Assessment Plan

15. Upon approval by the Board, the lease agreement, as attached to the minutes of your Committee's meeting, will be executed.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Procedure 5.01(3); and

2. authorize the Administration to enter into an eight-month lease agreement, as attached to the minutes of your Committee's meeting, with Highland Community School for the use of the Sarah Scott facility. The total lease revenue will equal $10,800.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 12) Action on a Request to Waive a Portion of Administrative Procedure 5.01(3) and on an Agreement with the Milwaukee Police Department for the Use of Vacant MPS Facilities for Training Purposes

Background

1. The Administration was recently contacted by the Milwaukee Police Department (MPD) with a request to use an MPS facility for the purpose of conducting training exercises for law-enforcement officers.

2. MPS has multiple unoccupied facilities that could be used for training exercises.

Administration's Analysis

3. The Milwaukee Police Department has requested the use of vacant facilities beginning October 29, 2010. The training will take place on pre-determined days. A copy of the proposed agreement between the Milwaukee Police Department and Milwaukee Public Schools is attached to the minutes of your Committee's meeting.

4. There are no rental charges proposed for the use of the facilities. The responsibility for the use of the buildings rests with MPD, which will be responsible for providing supervision while all law-enforcement personnel are on site; repairs to any damages that may occur; turning off all lights; securing (lock and alarm) the building at the end of the day; collecting all trash; and paying for any false alarms triggered by MPD personnel.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: Evaluate closed building inventory to determine best use for the highest financial return for the District.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

6. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), except that the proposed agreement will require waiver of the requirement of a base rental charge equal to the comparable net lease rate of commercial property in the area.

Fiscal Impact Statement

7. This item does not authorize expenditures. The Milwaukee Police Department accepts responsibility for all cleaning and repairs that might result from its use of the building

Implementation and Assessment Plan

8. Upon approval by the Board, the agreement, as attached to the minutes of your Committee's meeting, will be finalized and executed.

Committee's Recommendations

Your Committee recommends that the Board:

1. waive the requirement in Administrative Procedure 5.01(3)(c)7 of a base rental charge equal to the comparable net lease rate of commercial property in the area;

2. enter into an agreement, as attached to the minutes of your Committee's meeting, with the Milwaukee Police Department for one year, to commence on October 29, 2010, and to end on October 28, 2011, for the use of vacant facilities that may be available for training of law-enforcement officers employed by or trained by MPD; and

3. grant an option for two one-year extensions of this agreement.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 13) Action on a Request for Position Authority for a Records-Management Position in the Office of Board Governance

Background

1. The Wisconsin Statutes — specifically, Chapter 19, General Duties of Public Officials, Subchapter II, Public Records and Property — charges school districts, as governmental entities, with certain custodial responsibilities in regard to the retention and management of their official records. Section 19.21(1), mandates:

> Each and every officer of the state, or of any county, town, city, village, school district, or other municipality or district, is the legal custodian of and shall safely keep and preserve all property and things received from the officer's predecessor or other persons and required by law to be filed, deposited, or kept in the officer's office, or which are in the lawful possession or control of the officer or the officer's deputies, or to the possession or control of which the officer or the officer's deputies may be lawfully entitled, as such officers.

Subsequent sections of the Subchapter outline further requirements, such as for record retention retrieval, and destruction.

2. The Office of the City Attorney, the Board's legal counsel, has recently advised the Board that the District risks exposure to liability due to its lack of a formal, district-wide records-management, retrieval, and destruction system.

Office of Board Governance's Analysis

3. MPS currently has in place individual policies and procedures regarding records, such as:

- Board Governance Policy 4.15, Records Management
- Board Rule 1.15, Board Proceedings
- Board Rule 2.04, Meeting Minutes

- Administrative Procedure 9.02, Public's Right To Know
- Administrative Policy 6.14, Personnel Records
- Administrative Policy 8.42, Student Records.

There is, however, no real district-wide, systematic approach to ensuring that these policies and procedures are being enforced according to law, that records are properly maintained and disseminated to the appropriate parties, or that the District's policies and procedures are regularly updated to conform with revisions in state and federal laws and regulations.

4. At its regular monthly meeting on December 17, 2009, as part of action taken on an update on the establishment of an MPS Accountability Office and the implementation of resultant organizational changes, the Board directed that, once the Accountability Services Office was established, resources be identified for a Records-Management Services functional area under the Office of Board Governance.

5. At this time, in accordance with the Board's actions regarding the establishment of a records-management function within the Office of Board Governance, the Office is requesting position authority for a records-management position, to be developed and established in the amended FY11 budget. The title and salary level are yet to be determined, but the salary level will not be higher than Level 8A ($62,098-$90,096).

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan:

Goal 3, Strategy 3, that Central Services support leadership development at all levels.

Goal 7, Strategy 4, that Central Services use best practices when providing services to students, staff, families, and the community.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation is consistent with, and promotes, Wisconsin Statutes, Chapter 19, Subchapter II, Public Records and Property

8. The recommendation also is consistent with, and promotes:

- Board Governance Policy 4.15, Records Management; and
- Administrative Procedure 9.02, Public's Right To Know.

Fiscal Impact Statement

9. This item does authorize expenditures. The title and salary level for the requested position are yet to be determined, but the salary level will not be higher than Level 8A. Funding for the recommended records-management function is to be developed and established in the amended FY11 budget.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the Office of Board Governance will work with the Office of the City Attorney to determine the specific responsibilities and functions of the records-management position.

11. Once the functions and responsibilities have been established, the Office of Board Governance will work with the MPS Department of Human Resources to establish a job description and salary for the new position.

Committee's Recommendation

Your Committee recommends that, in accordance with the Board's actions regarding the establishment of a records-management function within the Office of Board Governance, the Board grant position

authority for a records-management position, to be developed and established in the amended FY11 budget. The title and salary level are yet to be determined, but the salary level will not be higher than Level 8A ($62,098-$90,096).

Once the functions and responsibilities for this position have been established, the Office of Board Governance will work with the MPS Department of Human Resources to establish a job description and salary for the new position.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Falk presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

(Item 1) Informational Report Regarding the District's Year-End Financial Position

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Chart 1, below, shows the year-end position of the District's major funds at June 30, 2010.

Chart 1: Year-End Balances

Fund	Fund Balance Beginning	FY10 Revenues	FY10 Expenditures	Change to Fund Balance	Fund Balance Ending	FY10 Encumbrances
School Operations	$59,462,955*	$973,524,917	$972,747,655	$777,261	$60,240,216	$13,723,725
Construction	22,029,685	61,649,627	20,657,848	40,991,779	63,021,463	65,076,477
Extension	6,145,137	12,291,655	10,859,642	1,432,013	7,577,150	2,506,324
School Nutrition	(6,321,729)	41,460,309	37,907,834	3,552,475	(2,769,254)	801,790
Categorical	0*	240,163,611	240,310,310	(146,699)	(146,699)	21,023,615
Totals	$81,316,048	$1,329,090,119	$1,282,483,291	$46,606,829	$127,922,876	$103,131,931

** The beginning-of-year School Operations and Categorical fund balances were adjusted to reflect the elimination of the negative $6,645,047 Categorical fund balance. The negative Categorical fund balance was the result of a buildup of over-expended grants and non-reimbursable expenses such as employee retroactive pay and vacation and compensatory time accruals that occurred over the past 20 years. These expenditures were funded by the School Operations fund but charged to Categorical funds. To account for these transactions in a manner consistent with the Comprehensive Annual Financial Report, the negative Categorical fund balance was transferred to the School Operations fund at July 1, 2009, and the Categorical fund balance was set at zero. The total Fund Balance remained at $81,316,048 was not affected by this accounting change.*

Chart 2 in the attachments to your Committee's meeting shows deposits and loans from the Project Loan Acquisition Network (PLAN). Charts 3 and 4 in the attachments to your Committee's meeting show the remaining year-end balances for schools and Central Service accounts, respectively. Charts 3 and 4 also report the total funds set aside for future expenditures and report these set-asides as a percent of the programs' working budgets. Fund balance must be reserved or designated for these future expenditures.

2. The all-funds fund balance increased by $46,606,829, raising fund balance from $81,316,048 in FY09 to $127,922,876 at the end of FY10. The increase is primarily attributed to revenues exceeding expenditures by $0.8 million, $41.0 million, $1.4 million, and $3.6 million in the School Operations, Construction, Extension, and School Nutrition funds, respectively. The large increase in the Construction Fund is attributed to the issuance of $37.3 million of Qualified School Construction Bonds in June 2010. An analysis of each fund follows.

3. The School Operations Fund balance increased by $777,261 during FY10, raising the June 30, 2009, fund balance of $59,462,955 to $60,240,216 as of June 30, 2010. The increase is attributed to revenues exceeding budgeted revenues by $11.5 million and expenditures exceeding budgeted expenditures by $10.7 million.

a. Budgeted revenues and expenditures were exceeded primarily as the result of the Board authorizing the refunding of $14.4 million of 2003 MEC/Grand Avenue bonds. This authorization allowed the District to issue $11.0 million of new bonds at lower interest rates and to use the proceeds of the borrowing, along with $3.4 million of debt-reserve interest revenues, to refund the 2003 issue. This resulted in $11.0 million of revenue that was not included in the FY10 budget. Based on the present value of future interest cost-savings, this transaction reduced future interest cost by $0.7 million.

b. The largest variance to budgeted revenues, as previously mentioned, was the $11.0 million revenue received as a result of borrowing funds to refund the 2003 MEC/Grand Avenue bonds. Other major variances include the following:

(1) *Medicaid refunds* exceeded the budgeted amount by $3.4 million, due to greater-than-anticipated prior-year refunds paid in FY10 ($3.1 million) and greater-than-expected current-year refunds ($0.3 million). Medicaid refunds are based on the number of students receiving Medicaid services.

(2) *Indirect Aid* was greater than budgeted by $2.1 million, due to aidable expenditures exceeding projected levels.

(3) *Handicapped Aid* was $1.4 million higher, due to a higher reimbursement rate (27.85% vs. 27.30%).

(4) *Microsoft refunds* reflect revenues that the District receives pursuant to a court-ordered settlement with Microsoft. FY10 refunds came in under budget by $4.5 million. The shortfall is due to filing requirements and the timing of the filings. The $4.5 million not received in FY10 is expected to be received in FY11.

(5) *Applied surplus revenues* were under budget by $1.6 million. Since applied surplus represents a spend down of fund balance, no revenues are recognized on the financial statements.

c. The largest variance to budgeted expenditures, as mentioned above, was the $14.4 million paid to refund the 2003 MEC/Grand Avenue bonds. This expense was neither anticipated nor included in the FY10 budget. The debt-service budget was also exceeded by $0.8 million for arbitrage rebate payments and debt issuance. Other major variances include the following:

(1) Position salaries and wages expenditures were under budget by $7.0 million, primarily due to not using funds budgeted for FY09 labor contract settlements. No labor contracts were settled during FY10.

(2) District benefits, net of benefit offsets to School Operations Fund programs and the School Nutrition and Categorical funds, were $2.6 million over budget. Specifically, supplemental pension costs were $9.1 million under budget, due to the fact that:

- the District prepaid $9.1 million in FY10 supplement pension costs at the end of FY09;
- social security benefits and classified pension costs were each under budget by $1.8 million due to the unspent budgeted salaries;
- certificated pensions were also under budget by $1.4 million;
- medical insurance was over budget by $2.5 million, due to higher-than-projected medical claims in FY10 and insurance costs rising at 11%, rather than the projected rate of 9%; and
- the benefit offset account was $14.4 million under budget as a result of budgeting additional benefit costs centrally rather than adjusting the benefit offset for the fall 2009 benefit rate of 68.2%.

d. The School Operations Fund balance consists of two components — the reserved fund balance and the unreserved fund balance.

(1) Within the unreserved fund balance, funds can be designated for future uses; funds remaining after funds are designated for specific purposes are undesignated and available for future contingencies. The reserved fund balance decreases as year-end encumbrances are paid.

(2) Similarly, school carryovers and school PLAN deposits, when spent, decrease the unreserved fund balance. Deficits, when eliminated, increase unreserved fund balance. Deficits that are not covered by schools and departments will reduce the available undesignated fund balance. Detailed information on encumbrances, surplus and deficit carryover, and PLAN carryover is presented in Charts 2, 3, and 4.

(3) The following table reports the reserved, the unreserved designated, and the unreserved available portions of the School Operations Fund balance.

Reserved:	
Reserved for Encumbrances	$ 13,723,725
Unreserved:	
Designated Surplus Carryover*	7,644,523
Designated Deficit Carryover	(10,747,344)
Designated PLAN	3,571,964
Undesignated (Available)	46,047,348
Fund Balance as of July 1, 2010	$ 60,240,216

*Surplus carryovers are pending the Board's approval of the next item on the agenda, Action on a Request to Carry Over FY10 School and Department Surpluses to FY11.

4. Construction Fund revenues exceeded expenditures by $40,991,779, causing fund balance to increase from $22,029,685 to $63,021,463. The large increase in the Construction Fund balance is attributed to the issuance of $37.3 million of Qualified School Construction Bonds in June 2010.

Construction Fund expenditures were also under budget by $39.3 million, primarily due to insufficient time being available to complete the projects, as project revenues were not available until June 2010. At FY10 year-end, $65.1 million was encumbered in construction contracts for projects that are expected to be completed no later than June 30, 2013. Much of the $65.1 million encumbered for construction contracts will be funded by the year-end Construction Fund balance of $63.0 million.

5. Extension Fund revenues exceeded expenditures by $1.4 million, increasing the June 30, 2010, fund balance to $7,577,150. Due to the use of $1.0 million of applied surplus, revenues came in $0.9 million under budget; however, since expenditures came in $1.4 million under budget, the fund balance increased rather than decreased. Expenditures were under budget in the areas of purchased services ($1.0 million) and supplies ($0.5 million).

6. The School Nutrition Fund balance increased by $3,552,475 and ended FY10 with a negative balance of $2,769,254, a significant decrease from the FY09 year-end negative balance of $6,321,729.

a. The primary reason for the increase to fund balance was revenues coming in $3.8 million over budget. The increased revenues came from federal aid, which exceeded estimates by $3.5 million due to an expanded school breakfast program and increased participation in the school lunch program.

b. Other sales revenues also exceeded the budgeted amount by $0.7 million, due to initiation of a dinner program to service kids and adults participating in evening Community Learning Center (CLC) programs.

c. Offsetting these surpluses, pupil lunch revenues were below budget by $1.3 million due to the combination of more students qualifying for free and reduced-price lunches and lower participation by full-pay students.

7. The Categorical Fund balance decreased by $146,699, from $0 at July 1, 2009, to negative $146,699 at the end of FY10. The reported Categorical Fund balance represents costs that need to be reclassified to the School Operations Fund.

a. The July 1, 2009 Categorical fund balance was adjusted to reflect the transfer of the FY09 year-end balance of negative $6,645,047 to the School Operations Fund. The negative Categorical Fund balance was the result of a buildup of over-expended grants and non-reimbursable expenses such as employee retroactive pay and vacation and compensatory time accruals that occurred over the past 20 years. These expenditures were funded by the School Operations Fund, but charged to Categorical funds.

b. Categorical and Board funds are combined for external reports, such as the State Annual Report and the Comprehensive Annual Financial Report. To account for these transactions in a manner consistent with the State and Comprehensive Annual Financial Reports, the negative Categorical fund balance was transferred to the School Operations Fund at July 1, 2009, and the Categorical fund balance was set at zero.

c. Going forward, non-reimbursable expenditures will be charged to School Operations during the year in which the expenses are incurred.

8. A cautionary note: The results displayed in Chart 1 in this item reflect the financial position of MPS at year-end using a cash basis of accounting, the same basis of accounting used for budgetary purposes. Chart 1 also aggregates results based on School Operations, Construction, and Extension Funds, as defined in the budgetary process. This method of reporting provides management with an effective tool for comparing actual results with the Board's final adopted budget.

a. These results, however, are not comparable to results filed with the DPI, which uses a different basis of accounting and different fund groupings.

b. These results also differ from those published in the District's Comprehensive Annual Financial Report (CAFR), which is prepared in compliance with Generally Accepted Accounting Principles (GAAP). GAAP directs that the CAFR include both "Government Fund" financial statements, which use the modified accrual basis of accounting, and "Government-wide" financial statements, which are prepared using full accrual accounting.

* * * * *

(Item 2) Action on a Request to Carry Over FY10 School and Departmental Surpluses to FY11

Background

1. Administrative Policy 3.05 provides for the automatic carryover of school and department deficits, however, automatic carryovers of surpluses are limited to school balances only, and these carryovers are limited to a single-year surplus of 1.5% of a school's budget, with a maximum multi-year accumulation of 3%. Larger carryovers for schools require the Board's approval. Also, any carryover of department surpluses, regardless of size, requires the Board's approval. Since the carryover draws from fund balance, a two-thirds majority affirmative vote is required for the Board's approval.

2. Although the policy provides for "automatic" carryover of funds, state statutes require that the Board approve the appropriation of these carryover funds for subsequent-year expenditures.

Administration's Analysis

3. The chart below reports the number of traditional, instrumentality charter, and alternative schools with surpluses and deficits for FY10 and compares the results with the FY09 results. (See Attachment A for individual school results.)

	FY09	FY10
Number of Schools in Deficit Position	50	93
Average Deficit	($113,913)	($131,626)
Number of Schools in Surplus Position	110	67
Average Surplus	$97,101	$69,499

4. Of the 50 schools that were in deficit positions at the end of FY09, 18 decreased or eliminated their deficits in FY10; the remaining 32 schools carried their deficits into FY11. Of the 93 schools reporting deficits at the end of FY10, 53 schools ended FY09 with a surplus, 32 schools that ended FY09 with a deficit increased their deficits, and eight schools decreased their deficit balances. The increase in school deficits is primarily attributed to spending more than budgeted for:

- teachers, office staff, and handicapped assistants substitutes ($2.5 million);
- part- time certificated teacher wages ($1.7 million);
- overtime for school staff ($501,000);
- noon supervision ($456,000);
- general services ($560,000);
- optional services ($854,000);
- telephone ($383,000);
- supplies ($471,000);
- textbooks ($328,406);
- equipment ($177,000); and
- minor building modifications ($498,396).

5. Of the 67 schools that reported surpluses in FY10, 10 schools had deficits in FY09, 35 schools decreased their surplus balances, and 22 schools increased their surplus balances.

6. Surpluses in 16 schools exceeded the automatic carryover levels by a total of $1,169,629 (see Attachment A).

7. In FY09 and FY10, due to the state of the economy and the financial condition of the district, schools with surpluses that exceeded the automatic carryover level were limited to carrying over only the automatic portion of their surpluses. Given that the state of the economy and the financial condition of the district remains consistent with that of prior years, the Administration is recommending that the Board allow the remaining excess surplus to flow to the undesignated fund balance for future contingencies.

8. Attachment A displays the amounts of deficit, automatic surplus, and excess surplus for each school and each department. Departmental groupings are consistent with the departments included in final adopted FY10 budget.

9. MPS's contract with partnership schools requires that partnership schools be allowed to carryover surpluses in accordance with Board Policy and contract language. Partnership contracted schools are requesting that unspent FY10 funds be carried over into FY11. Partnership requests are listed below.

	FY10 Carryovers	
School	Automatic	Excess
Assata	$36,621	$53,991
Banner Prep	24,757	
El Puente	2,961	
Guadalupe Head Start	4,832	20,933
Loyola Academy	21,153	
Satori	14,381	
Southeastern	27,872	
Spotted Eagle	4,651	
St. Charles Behavioral Reassignment	8,847	
St. Charles Education Center	19,827	
Synergy-Lad Lake	34,500	

a. Assata is requesting excess carryover because additional behavioral reassignment seats were received in May and June of 2010, and the school was not able to spend the additional funds received. According to the contract, funds remaining from behavioral reassignment seats are to be carried over.

b. Guadalupe Head Start is requesting excess carryover because MPS withheld $45,991 to cover the cost of a 0.5 FTE MPS teacher, but did not assign the teacher.

10. In addition to the school requests, the Administration is also requesting carryover of the amounts below to fund planned activities and projects in FY11:

School Operations Fund

Amount

$3,571,964 ..... P.L.A.N. funds deposited by schools that are paid back to the schools over a three-year cycle.

$742,223 ..... Funding for K-4 aides for 23 classrooms included in the proposed FY11 budget.

$29,842 ..... Funding for potential outstanding receivables for schools that have closed.

$241,565 ..... Chief Financial Officer's salary and benefits (July Board item)

$1,802,564 ..... The district leased the TV station bandwidth to Clearwire to build a wireless network. The Board of School Directors approved that these funds are to buy back wireless broadband services for students.

$1,410,714 ..... Settlement received from MicroSoft that must be used for computers and software purchases.

$7,798,872 ..... Total — Special Project Carryover

Statute, Administrative Policy or Board Rules Statement

11. Administrative Policy 3.05(4)(b) requires the Board's approval of the carryover of all school and departmental surpluses.

12. Administrative Policy 3.03(2) mandates that use of unreserved fund balance requires a two-thirds majority affirmative vote of the Board.

13. The City Attorney has opined that carryover of unexpended balances at year-end should be authorized by the Board of School Directors by approving expenditure appropriation for those funds in the subsequent year's budget.

Fiscal Impact Statement

14. Approval of the schools' automatic and special project carryovers would use $11,216,487 of the FY10 School Operations Fund — fund balance of $60,240,216.

Implementation and Assessment Plan

15. Funds will be carried forward to FY11 budgets upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. in accordance with the City Attorney's opinion, authorize FY11 expenditure appropriations for the carryover of FY10 school automatic surpluses. The amount to be carried over is $3,417,615 in surpluses.

School	Automatic Carryover	School	Automatic Carryover
African-American Imm	$ 71,138	Northwest Secondary (6-12)	268,031
Bay View	(244,496)	Roosevelt	(327,725)
Bradley Tech. & Trade	(751,422)	Wedgewood	(382,379)
New School/Comm. Svc	33,707		
Custer	(223,873)	A.L.A.S. High	58,529
Genesis	40,387	Alliance High	(64,207)
Hamilton	(26,009)	Audubon High	42,111
Kilmer	103,836	Community High	18,102
King	103,869	Entrepreneurship High	33,937
H.S. of the Arts	(198,183)	Madison A.C.	8,111
Pulaski	(30,262)	Montessori High	(227,998)
Reagan	93,227	Prof Learning Institute	3,919
Riverside	(78,532)	SUPAR	(36,184)
South Division	80,613	WORK Institute	(27,387)
Vincent	(205,712)	Audubon Middle	(436,240)
Washington	119,335	Fritsche Middle	(232,238)
Washington — Info Tech	42,307	Kosciuszko	52,602
Burroughs	(338,597)	ALBA Elementary	14,645
Languages (6-12)	145,490	Chinese Language	(35,719)
Lincoln Center	(39,131)	Fairview (K-8)	2,418
Vel Phillips	(475,960)	Honey Creek	83,429
Morse	(181,241)	Humboldt Park (K-8)	37,835

IDEAL (K-8)	(129)
Westside Academy (K-8)	110,671
Whittier Elementary	17,844
Alcott	(52,387)
Auer Avenue	(4,780)
Bethune	(50,346)
Burbank	(28,096)
Burdick	12,815
Carson	(79,810)
Carver	66,059
Cass Street	(316,142)
Clarke Street	57,043
Clement Avenue	78,433
Congress	(697)
Cooper	25,758
Craig	17,123
Curtin	(14,842)
Doerfler	55,622
Eighty-first Street	(36,642)
Fernwood	11,907
Fifty-third Street	(262,251)
Franklin	(37,288)
Gaenslen	97,227
Grant	(194,421)
Grantosa Drive	(77,823)
Green Bay Avenue	18,601
Greenfield	16,733
Hartford Avenue	86,721
Hi-Mount	(111,824)
Holmes	(71,533)
Hopkins	(205,344)
Keefe	(7,155)
King, M. L.	(42,494)
LaFollette	(184,402)
Lancaster	(345,452)
Longfellow	116,180
MacDowell	(46,796)
Manitoba	(34,022)
Maryland	(7,578)
Golda Meir	33,788
Metcalfe Park	(40,169)
Mitchell	96,265
Morgandale	73,575
River Trail	42,905
Rogers Street	(47,574)
Sherman	(167,978)
Sign Language	78,348
Sixty-fifth Street	(111,645)
Starms D.L.C.	2,576
Story	(16,498)
Thirty-fifth Street	(69,886)
Thoreau	(106,695)
Thurston Woods	(111,264)
Tippecanoe	2,415
Townsend	(145,955)
Trowbridge Street	(111,845)
Victory	58,721
Vieau	35,705
Wheatley	(221,149)
WCLL (K-12)	19,563
Accelerated Learning	13,705
Allen-Field	40,611
Barton	(60,204)
Brown Street	(351,266)
Browning	(49,698)
Bruce	(71,888)
Bryant	(27,954)
Clemens	69,340
Dover Street	(159,668)
Elm Creative Arts	(84,020)
Emerson	200
Engleburg	52,393
Forest Home	(128,865)
Fratney Street	71,176
French Immersion	(113,050)
Garden Homes	(275,449)
Garland	5,057
German Immersion	(5,175)
Goodrich	(40,996)
Hampton	61,878
Hawley	34,132
Hawthorne	(28,416)
Hayes	(119,149)
Jackson	(137,393)
Kagel	(2,417)
Kilbourn	(19,916)
Kluge	(13,441)
Lincoln Avenue	(285,554)
Lloyd Street	(339,758)
Lowell	(22,450)
Maple Tree	(199,362)
Neeskara	49,591
Ninety-fifth Street	(107,484)
Parkview	(33,022)
Pierce	25,322
Riley	(2,555)
Siefert	25,122
Silver Spring	(10,704)
Sixty-eighth Street	(10,647)
Spanish Immersion	36,076
Starms E.C.C.	57,140
Stuart	17,867
Whitman	(79,649)
Zablocki	(40,787)
Project Stay	17,316
Lady Pitts	62,708
School-to-Work	4,009
Transition High	83,796

Total Automatic Surplus	$ 3,417,615
Total Deficit	($ 10,747,344)
Total School Carryover	($ 7,329,729)

2. approve the expenditure appropriation for FY10 surpluses of partnership schools. The amount to be carried over is $275,326.

School	Carryover
Assata	$ 90,612
Banner Prepartory	24,757
El Punte High School	2,961
Guadalupe Head Start	25,765
Loyola Academy	21,153
Satori	14,381
Southeastern	27,872
Spotted Eagle	4,651
St. Charles Behavioral Reassignment	8,847
St Charles Education Center	19,827
Synergy-Lad Lake	34,500
Total Surplus	$ 275,326

The carryover of these funds will not require a reserve of fund balance. The approval of the carryover allows the schools to keep the FY10 funds that were not spent. If carryovers are not approved, the unspent funds will be returned from the schools and will increase fund balance.

3. approve the expenditure appropriation for carryovers of department FY10 surpluses to FY11 as follows:

School Operations Fund

Amount	
$3,571,964	P.L.A.N. funds deposited by schools that are paid back to the schools over a three-year cycle.
$742,223	Funding for K-4 aides for 23 classrooms included in the proposed FY11 budget.
$29,842	Funding for potential outstanding receivables for schools that have closed.
$241,565	Chief Financial Officer's salary and benefits (July Board item)
$1,802,564	The district leased the TV station bandwidth to Clearwire to build a wireless network. The Board of School Directors approved that these funds are to buy back wireless broadband services for students.
$1,410,714	Settlement received from MicroSoft that must be used for computers and software purchases.
$7,798,872	Total — Special Project Carryover

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on a Recommendation to Amend the Approved Fiscal Year 2011 Budgets for the School Operations, Construction, and Extension Funds

Background

1. Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is necessary because the permissible tax levy is affected by actual fall enrollments and by state aid amounts, neither of which are available before mid-October.

2. On July 1, 2010, in accordance with state statute, MPS received preliminary funding information from the state. This information was transmitted to the Board of School Directors in July 2010.

3. The October 15 Department of Public Instruction (DPI) certified aid amounts and updated revenue limit worksheet are critical to determining final budget revenues, expenditures, and technical adjustments. The following updates are presented to assist the Board during its consideration and approval of the FY11 School Operations, Construction, and Extension Fund budgets.

4. In the course of recalculating the projected revenue limit and permitted tax levy, the Administration has also reviewed its earlier estimates of all revenues and expenditures.

Administration's Analysis

5. Revenue Limit

October FY10	$	883,813,929
July FY11	$	881,265,365
October FY11	$	879,391,418
Difference FY10 to FY11	($	4,422,511)

a. The main factor affecting the revenue-limit changes are the shifts in student enrollments and changes to the annual per-pupil revenue-limit increase. The annual increase in the per-pupil revenue limit, which is established in the state budget process, is $200 for FY11, same as FY10. The FY11 September 3rd-Friday official pupil membership count was 89,414 — 1,245 pupils more than the projected 3rd-Friday membership of 88,169 and 632 pupils less then the FY10 September 3rd-Friday official membership count.

b. The state revenue-limit formula provides for a declining enrollment exemption, which increases the revenue limit when enrollment declines and decreases the revenue limit when enrollment increases. The October amount is based on October 15 certified equalization aid information from DPI and MPS certified third-Friday enrollment counts. The revised revenue limit is $879.4 million, a decrease of $4.4 million from the FY10 revenue limit. The decrease is due to:

- a $322,000 increase in the transfer of service-exemption portion of the revenue limit from $7.5 million to $7.8. million;
- a $3.1 million increase in limit based on average student membership; and
- a declining enrollment exemption decrease of $7.8 million, from $23.8 million to $16.0 million.

c. State equalization and integration aid, net of non-MPS charter and Milwaukee Parental Choice Program (MPCP) deductions, for MPS was certified in October at $584.1 million for FY11, a decrease of $.5 million from the $584.6 million certified for FY10. Poverty aid, which is under the revenue limit, remained unchanged from the FY10 amount of $9.7 million.

FY10 May Certified	FY11 July Estimate	FY11 October Certified	Difference FY10 to FY11
Equalization and Integration Aid			
$584,593,195	$582,721,645	$584,072,757	($520,438)
Poverty Aid			
$9,740,560	$9,740,560	$9,740,560	$0
Total Aid			
$594,333,755	$592,462,205	$593,813,317	($520,438)

d. Equalization aid is based on the expenditures and enrollment of the prior year; district property values, which the state considers to be a measure of community wealth; and the cost of the Milwaukee Parental Choice Program, which the district is required to partially fund. The change in equalization and integration aids is attributed to state formula changes that reduced aids, declining enrollment that reduced aids, declining property values that increased aids, and a change to the district's voucher-school tax formula that increased aids. As a result of these factors, MPS fared relatively well in general state aids when compared with other districts.

e. The 2009-11 state budget changed the district's voucher-school tax formula. Prior to FY10, the district paid 45% of the estimated cost of the program. The 2009-11 state budget authorized the state to pay the City of Milwaukee 3.3% and 6.6% of MPCP costs for FY10 and FY11, respectively, to offset the Milwaukee voucher-school property tax levy. For FY11, the Milwaukee levy for net private schools will be 38.4% of program costs.

f. For FY11, the net MPCP deduction decreases $3.9 million, or a total of 7.2%, mainly due to the FY11 MPCP cost offset. It is anticipated that the FY11 enrollment in MPCP will be increased from 20,200 to 20,300 students. Overall, the FY11 MPCP aid deduction will be $58.8 million. The FY10 deduction was $58.6 million. Accordingly, the Board will need to levy $50.2 million to fund MPS's 38.4% portion of MPCP costs. $50.2 million represents about 17.1% of the total revised FY11 levy.

Description	MPCP Deduction			Difference FY10-FY11
	FY10 —May (Final)	FY11 — July	FY11 — October	
Deduction under old law	($58,557,780)	($59,427,451)	($58,844,670)	$(286,890)
State payment to City to defray cost of MPCP per state budget	$4,424,366	$8,716,026	$8,630,992	$4,206,626
Net MPCP Deduction	($54,133,414)	($50,711,425)	($50,213,678)	($3,919,736)

g. Based on the proposed budget that was adopted by the Milwaukee Board of School directors in June 2010 and the amendments listed in this board item, the FY11 all-fund tax levy will decrease from the FY10 all-fund tax levy by $2.3 million, or 0.8%.

All-Fund Tax Levy				
	FY10 October	FY11 July	FY1 October	Difference July-October
Total Tax Levy	$295,833,114	$296,362,876*	$293,507,008	($2,855,868)
MPCP Portion	($54,133,414)	($50,711,425)	($50,213,678)	($497,747)
Net MPS Tax Levy	$241,699,700	$245,651,451	$243,293,330	($2,358,121)

**Total from June resolutions adopted by the Board of School Directors.*

h. Categorical grant funding — including Title I, IDEA, and ARRA — increased $28,722,893 from the FY11 budget adopted in June. The major changes are a $14.4 million Education Jobs Fund grant and a $7.2 million increase in the School Improvement Grant.

i. In August, the district became eligible for $14,432,875 under the American Recovery and Reinvestment Act (ARRA) Education Jobs Fund. The funds will be used to provide an additional 15.70 instructional and administrative-support positions for 12 schools identified as needing additional resources and two teachers to staff a new refugee intake center at Dover School and to supplement the cost of the SAGE program not funded by the State.

j. Unanticipated carryover in categorical programs will support four new positions within the Office of the Superintendent. The positions will provide enhanced professional development capacity and a new volunteer-coordination function costing $391,458. The district will see an increase of $7,252,349 in School Improvement funding to support schools designated as the most academically challenged in the state. In addition to funding academic interventions, the increased resources will fund one additional Regional Executive Specialist, who will oversee schools in the Metropolitan Region, and a Literacy Specialist, who will oversee district literacy positions.

6. Enrollment Variance. Based on the third-Friday count, FY11 enrollment is down 632, or 0.7%, compared with the FY10 official third-Friday count, and up 1,245, or 1.4%, compared with the FY11 original third-Friday projection.

Enrollment Category	FY10 Official 3rd-Friday	FY11 Original 3rd-Friday Projection	FY11 Official 3rd-Friday	Change from Projection
MPS Elementary/K8/Middle/High	77,767	75,515	76,729	1.6%
Alternative/Partnerships/Other Contracted Sites	2,482	2,355	2,172	(7.7%)
Non-instrumentality Charters	2,195	2,358	2,471	4.8%
Chapter 220 in Suburbs	2,409	2,257	2,261	0.2%
Open Enrollment in Suburbs	5,193	5,684	5,781	1.7%
TOTALS	90,046	88,169	89,414	1.4%

7. Other revenue changes since the June adoption of the FY11 budget include:

- decreases of $65,000 in bilingual aid, $313,159 in common school fund (library aid), $402,000 in transportation aid, $500,000 in interest income, and $332,000 in at-risk aid.
- increases of $689,408 in handicapped aid, $643,710 in in-bound Open Enrollment revenue, $116,000 in tuition, $900,000 in federal indirect revenue, $2.5 million in Medicaid revenue, $660,000 in Clearwire, $140,000 of miscellaneous revenues, $2.3 million in Federal reimbursement of ARRA Qualified School Construction Bonds interest, $2.2 million in lunch revenues, and $498,205 million in federal commodities.

8. The Administration has identified the following needed changes to the FY11 budget as adopted in June 2010. Full-time equivalency (FTE) is used in the item to represent the conversion of student enrollment to aidable count or, in the case of staff, a portion of a full-time position. All salary and wage changes include the applicable benefit amounts.

Amendments

School Operations Fund

Revenue Amendments		Amount
a.	Revenue Limit	
	Property Tax Levy	
	Reduction due to change in revenue limit's change in equalization aide and transfer of taxing authority from Construction Fund.	($4,020,970)
	Tax levy outside the revenue limit for $415,918 in prior-year chargeback levy.	$415,918
	Computer Aid	
	Aid to offset property tax revenue lost by the district due to the state's exemption of computer is $5.8 million, a decrease of $2.0 million from the budgeted amount of $3.8 million.	$2,054,920
	State Equalization and Integration Aids and Non-MPS Charter Schools	
	These general aids are based on district spending, enrollment, and property value. This amount increases $1,351,112 from the July estimate of $582,721,645 to a revised $584,072,757, per October 15, 2010, Department of Public Instruction certification of general aid.	$1,351,112
b.	Other Revenue	
	Federal reimbursement of interest on ARRA Qualified School Construction Bonds	$2,284,625
	Medicaid revenue (Change in law — can claim transportation and administrative time for processing claims.)	$2,500,000
	In-bound Open Enrollment was based on the projected September count of 379 students (361.4 FTE); the actual count for September is 465 students (446.6 FTE), an increase of 86 students (85.2 FTE). The per-pupil rate estimated in spring was at $6,617 and has been adjusted to reflect the DPI estimate of $6,796, a $179 per-pupil increase. The net result of these variables is an increase in revenues.	$643,710
	Common school fund (Library Aid)-revised amount per Oct. 15 DPI information of $26.78 per-pupil estimated reimbursement rate based on census count for children ages 4-19.	($313,159)
	Changes in revenue estimates below are due to revised state budget information, current trends, and review of FY10 actual revenues.	
	Handicapped Aid	$689,408
	Bilingual Aid	($65,000)
	Tuition Reimbursement (non-open enrollment)	$116,000
	Transportation aid decline due to reduced student/miles transported.	($402,000)
	At-risk Aid	($332,000)
	State Aid for School Nutrition programs	$133,000
	Federal Indirect Revenues	$900,000
	School Meal Sales	($122,500)
	Additional federal reimbursement for meals-to recognize current trends/estimates.	$2,177,995
	Expected increased in federal commodities.	$498,205

Revenue Amendments	Amount
Interest Income	($500,000)
Clearwire Income	$660,000
Flood Insurance — deductible reimbursement from FEMA	$50,000
Miscellaneous Income	$90,000
SUB-TOTAL — SCHOOL OPERATIONS REVENUE AMENDMENTS	$ 8,809,264

Expenditure Amendments		Amount
a.	MPS Traditional and Instrumentality Charter Schools Enrollment was based on the projected September enrollment of 75,515 students. The revised count based on actual fall enrollments is 76,729, an increase of 1,214 students, thereby increasing this cost. Also included is distribution of $68,050 to Washington High school for consolidation incentive funds and $454,669 for staff centrally assigned and charged to schools Costs partially offset by reserves in School Special Funds. (see g below)	$6,656,519
b.	Special Education "Site Allocations" to Schools Need for special education classroom staff was higher than anticipated, increasing this cost. Cost partially offset by reserve in School Special Funds. (see g below)	$1,638,820
c.	English as a Second Language (ESL) "Site allocations" to Schools Increase 1 teacher and 0.75 FTE paraprofessional assistant positions. Cost fully offset by reserve in School Special Funds. (see g below)	$130,694
d.	High Scope "Site Allocations" to Schools Change of allocated staff and support funds between schools with a transfer of support funds to a centrally controlled account.	($77,772)
e.	Building Operations "Site Allocations" to Schools Correct building operations staff allocation for Morse●Marshall. Add 1.0 boiler attendant, 1.0 building service helper I and 2.0 building service helper I positions. Cost offset by reserve in School Special Funds (see g below).	$220,363
f.	Non-instrumentality Charters The non-instrumentality charters were projected to have a September enrollment of 2,358 (2,305.4 FTE) students. The actual fall enrollment is 2,471 (2,402.2 FTE) students, an increase of 113 (96.8 FTE) students. The budget was based on a projected average of the September and January FTE count for students of 2,305.4 FTEs. The revised projected average is 2,404.2 FTEs, an increase of 98.8 FTE, thereby increasing this cost by $768,170 Other cost changes include a $194,267 increase in retention funds due to re-estimates, $176,000 decrease in special education cost reimbursements, and an $18,000 decrease in library aid reimbursement due to historical patterns.	$768,437
g.	School Special Funds Increases 1. Transfer of support costs to central district-wide High Scope account; $77,772.	

Expenditure Amendments		Amount
	Reductions 1. Reserve for special education staffing changes and site allocations for site closed during FY11 budget process ($1,180,350). 2. Reserve for English as a Second Language fall staffing changes; ($130,694). 3. Reserve for consolidation incentive for Washington High School; ($68,050). 4. Building operations site allocations reserve; ($365,051). 5. Reserve for per-pupil allocations from schools closed after March 2010; ($377,078).	($2,043,451)
h.	Open Enrollment Budget was based on the projected September count of 5,684 students (5,633.2FTE); the actual count for September is 5,781 students (5,737.8 FTE), an increase of 97 students (104.6 FTE). The larger FTE count than actual student count is attributable to a decrease in the number of K4 students. K4 students are counted as a .6 FTE for payment purposes and a change in these students' counts affects the FTE count. The per-pupil rate estimated in spring was at $6,617 and has been adjusted to reflect the DPI estimate of $6,796, a $179 per-pupil increase. The net result of these variables is an increased cost.	$1,719,205
i.	Alternative Service Pool Allocation for DIAL Charter school no longer needed as school closed.	($32,670)
j.	Contracted K-8 programs Reduction of 8.4 FTE, from projected 289 FTE to revised 277.2 FTE.	($54,113)
k.	Common School Fund Reduce funds $313,159 in centrally-managed library materials account to reflect Oct. 15 DPI information of $26.78 per-pupil estimated reimbursement rate based on census count for children ages 4-19. Reduction slightly offset with transfer of reserve for non-instrumentality charter reimbursements to this account.	($295,159)
l.	Central guidance positions Savings for portion of central guidance positions due to vacancy.	($7,874)
m	MATC Reduce FY11 budget amount to reflect cancellation of outstanding encumbrance from prior year no longer needed.	($210,897)
n.	Grant Transitional Funds Transfer $12,638,700 million of $12.8 million in costs associated with class size reduction in elementary and K8 schools to the Education Jobs Funds. Add $2,210,000 reserve for anticipated reduction in per-pupil allocation for SAGE funds.	($10,428,700)
o.	Internal Income — from Extension Fund The following costs are budgeted in the School Operations Fund, but are more appropriately attributed to the Extension Fund. 1. Drivers Education	($385,694)

Expenditure Amendments		Amount
	2. Fleet and grounds services	($1,497,375)
	3. Utilities for recreation sites	($528,615)
	4. Club Rec summer transportation costs	($5,000)
	5. Weekend music lessons	($91,500)
p.	Internal Income — from School Nutrition	
	School Nutrition to offset cafeteria utility costs.	($800,000)
q.	TEAM Program	
	Increase due to increased participation in program (32 participants in Fall 2010), the retirement and appointment of a new teacher coordinator, 3.0 additional mentor teachers, training funds, and 1.0 replacement mentor teacher who has not had the benefit of any training.	$386,663
r.	Milwaukee Partnership Academy	
	Increase in membership dues.	$86,643
s.	Benefits	
	The following changes are due to benefit-related costs for staff changes, updated actuarial estimates, and a .6% Wisconsin Retirement System (WRS) January 2011 rate increase and a revised plan design due to anticipated contract settlements.	
	1. Social Security ($404,747)	
	2. WRS-employees share $552,694	
	3. WRS-employer share $2,095,175	
	4. Dental ($25,000)	
	5. Life Insurance $210,116	
	6. Medical (includes OPEB) ($9,220,408)	($6,792,170)
t.	Insurances	
	The following changes are due to updated estimates since original estimates from March 2010.	
	1. Unemployment compensation $222,497	
	2. Auto vandalism ($73,000)	
	3. General Liability ($75,100)	
	4. Workers Compensation ($212,374)	($137,977)
u.	Waived Student Fees	
	Anticipated costs for the Milwaukee Board of School Directors resolution to waive fees for students whose families suffered losses in the floods and whose losses can be verified	$100,000
v.	Transportation	
	Increase in transportation costs for special education and homeless students, overload routes, and Garden Homes Montessori program.	$649,946

Expenditure Amendments		Amount
w.	Debt Service Increase in interest on ARRA Qualified School Construction Bonds (reimbursed by federal government) and decreased cost resulting from re-financing of Milwaukee Education Center lease.	$1,832,685
x.	Technology Licenses Re-estimate of costs decreases needed funds.	($100,000)
y.	Banking Fees Increase in costs due to less interest earning offsets.	$106,000
z.	Special and Contingent Accounts — Vacancy Pay Change due to re-estimate based on FY10 actual charges.	$254,918
aa	Unallotted Salaries To provide funding for salary and wage increases.	$13,293,273
ab.	Sarah Scott — Professional Development Center Cost of building operations and 1 safety assistant positions.	$274,569
ac.	School Nutrition Reflects growth in meals served; entirely offset by related revenues; also includes increased use of federal commodities.	$2,686,700
ad.	Special and Contingent Funds — Contingent Account Reduce contingent account by 25% to $375,000 since funds were not needed in first quarter of fiscal year.	($125,000)
ae.	Reorganization The reorganization costs an additional $150,000.	$150,000
af.	Furlough Days from June Amendments Fund furlough days not realized.	$1,467,796
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS		$8,809,264

Construction Fund

Revenue Amendment	Amount
Local Revenues Reflects a decrease in amount of lease revenue which will be available after transfer to School Operations fund for tenant costs. Also includes minor changes to lease estimates occurring after adoption of the June budget.	($454,000)
Tax Levy Correct June resolution — should have been $15,998,342, was adopted as $15,988.342 — +$10,000. Reduction of funding for Longfellow/Journey House — ($1,269,000)	($1,259,000)*
ARRA Qualified School Construction Bonds Technical Clarification	

The Construction Fund resolution reflected that $500,000 for Washington High School was increased in ARRA funding, not a re-allocation from other projects.	$0
SUB-TOTAL — CONSTRUCTION FUND REVENUE AMENDMENT	($1,713,000)

Expenditure Amendment	Amount
Defer majority of Honey Creek HVAC project to FY12, aligning expenditure budget with revenues.	($454,000)
Reduction of funding for Longfellow/Journey House	($1,269,000)
SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENT	($1,723,000)*

*June resolution was correct for total budget; correction needed only for levy amount.

Extension Fund

Revenue Amendment	Amount
Tax Levy Increased to reflect $2,508,184 of costs previously charged to School Operations Funds that are Extension Fund costs and a $500,000 reduction for second portion of Partnership for Community Learning.	$2,008,184
SUB-TOTAL — EXTENSION FUND REVENUE AMENDMENT	$2,008,184

Expenditure Amendment	Amount
Inter-fund Transfer: The following costs budgeted in the School Operations Fund, are more appropriately attributed to the Extension Fund.	
1. Drivers Education	$385,694
2. Fleet & grounds services	$1,497,375
3. Utilities for recreation sites	$528,615
4. Club Rec summer transportation costs.	$5,000
5. Weekend music lessons	$91,500
Partnership for Community Learning $1 million was set aside for community partnerships focusing on the study of humanities and science in a two-phase implementation ($500,000 upon initial approval and $500,000 in fall). As the partnerships have not yet been determined, the Administration recommends a reduction to the funds.	($500,000)
SUB-TOTAL — EXTENSION FUND EXPENDITURE AMENDMENT	$2,008,184

Recapitulation of Net Expenditure Amendment Amounts

	Operations	Construction	Extension	Total
June Board Action	$989,628,757	$33,477,342	$14,255,240	$1,037,361,339
October Amendments	$8,809,264	($1,723,000)	$2,008,184	$9,094,448
Revised Totals	$998,438,021	$31,754,342	$16,263,424	$1,046,455,787

9. As part of the budget amendment process, it is necessary to update the position authority in the divisions as follows:

Funds include salary, plus fringe benefits.

	Positions	Board Funds	Categorical Funds
Schools			
Agency — non-MPS schools — teacher	(1.00)	($96,855)	
Agency — non-MPS schools — contracted at-risk		$96,855	
There is one MPS teacher for each agency (partnership) school. The reduction is for one partnership school that no longer contracted with MPS and whose seats were assigned to other partnership schools that already have an MPS teacher.			
Superintendent			
Web Communication Specialist	1.00	$83,616	
Advertising		($83,616)	
Improve multi-media communications.			
Principal on Special Assignment			
Increase capacity to evaluate certificated staff in teacher-led schools.	0.50		$88,590
Regional Executive Specialist			
To provide administrative oversight of schools identified as most academically needy by the Wisconsin Department of Public Instruction (Metro Region).	1.00		$219,429
Educational Services			
Literacy Supervisor			
Improve oversight of literacy positions.	1.00		$170,716
Principal on Special Assignment			
Principal returned to school; funding transferred to Office of Superintendent to fully fund principal displaced by the return.	(0.25)		($88,590)
Staff Development Registrar			
To improve alignment of professional development.			
Position authority transferred from Technology.	1.00		147,075
Technology			
Staff Development Registrar			
Position moved to Educational Services to improve coordination of professional development	(1.00)		(147,075)
Office of Human Resources			
Staffing Specialist	(2.00)		($337,366)

	Positions	Board Funds	Categorical Funds
Human Resource Generalist	2.00		$337,366
Staffing Specialist	(2.00)	($345,365)	
Human Resource Generalist	3.00	$479,203	
Personnel Analyst	(1.00)	($133,838)	
Administrative Assistant II — Director's Office	(1.00)	($85,663)	
Administrative Assistant II — Benefits & Insurances	1.00	$85,663	
Reflects changes in job classes and transfer of position from Directors Office to Benefits and Insurances			
Other Accounts			
TEAM — Mentor Teachers			
Reflects increased participation in program.	3.00	$360,071	
TOTALS	6.25	$360,071	$390,145

Positions Summary
Board Funds.....3.00
Categorical Funds.....3.25

10. The following information details the reorganization changes that have occurred since the FY11 proposed budget was adopted in June 2010.

Changes Due to Reorganization

	Positions	Board Funds	Categorical Funds
Office of Board Governance			
Board Governance Office			
Chief Contracted School Officer	(1.00)	(120,062)	
Contracted School Program Manager	(3.00)	(267,801)	
Secretary II — 12 months	(1.00)	(37,913)	
Secretary III — 12 months	(1.00)	(42,427)	
Benefits		(348,149)	
Part-time Certificated		(1,000)	
General Services		(6,000)	
Car Allowance		(2,500)	
Contract Services		(2,000)	
Duplicating		(3,500)	
Other Expenses		(2,500)	
Postage		(1,500)	
Telephone		(1,000)	
Supplies		(10,589)	

	Positions	Board Funds	Categorical Funds
Other Expenses		104,574	
Accountability Services			
Chief Accountability Officer	(1.00)	(120,062)	
Financial Service Manager	(1.00)	(109,084)	
Contract Compliance Officer	(1.00)	(109,085)	
Auditor IV	(1.00)	(99,128)	
Manager Contract Compliance	(1.00)	(103,982)	
Administration Support Specialist	(1.00)	(59,650)	
School Secretary II-12 Months	(1.00)	(36,289)	
Grant Specialist	(.50)	(42,951)	
Grants Development Coordinator	(1.00)	(99,129)	
Grants Coordinator	(1.00)	(97,440)	
Teacher	(1.00)	(56,500)	
Controller	(1.00)	(103,982)	
Accountant II	(3.00)	(180,825)	
Accounting Specialist — Financial Information	(1.00)	(81,905)	
Department Administrative Assistant	(1.00)	(59,650)	
Accounting Assistant I	(2.00)	(77,604)	
Accounting Assistant III	(1.00)	(53,893)	
Manager-Financial Planning	(0.80)	(87,267)	
Budget Planning Assistant	(1.50)	(87,294)	
Accounting Specialist	(6.00)	(459,798)	
Manager-Financial Reporting	(1.00)	(99,128)	
Accounting Assistant II	(4.00)	(174,256)	
Benefits Analyst	(1.00)	(67,517)	
Benefits Secretary III	(0.50)	(23,632)	
Vacancy		179,529	
Benefits		(1,757,304)	
Co-op Student		(6,028)	
Overtime		(29,000)	
Part-time Certificated		(22,784)	
Consultant Services — Actuary		(18,521)	
Consultant Services		(31,532)	
Contract Services		(5,101)	
Duplicating		(21,500)	

	Positions	Board Funds	Categorical Funds
Car Allowance		(3,750)	
Official Advertising		(7,500)	
Telephone		(1,800)	
General Services		(139,852)	
Maintenance Contracts		(6,000)	
Out of Town Travel		(1,000)	
Supplies		(33,813)	
Magazines & Newspapers		(500)	
Non-Capital Equipment		(500)	
Equipment		(4,500)	
Service Fees		(58,939)	
Office of Accountability and Efficiency			
Chief Accountability Officer	1.00	120,062	
Fiscal Policy Analyst	1.00	85,903	
Financial Service Manager	1.00	109,084	
Contract Compliance Officer	1.00	109,085	
Auditor IV	1.00	99,128	
Manager Contract Compliance	1.00	103,982	
Administration Support Specialist	1.00	59,650	
School Secretary II — 12 Months	1.00	38,365	
School Secretary III — 12 Months	1.00	22,400	
Overtime		2,000	
Vacancy Adjustment	(0.50)	(80,000)	
Benefits		496,887	
Consultant Services		50,053	
Car Allowance		7,000	
Official Advertising		7,500	
Duplicating		2,500	
Telephone		3,000	
General Services		90,852	
Out-of-Town Travel		5,000	
Maintenance Contracts		2,000	
Supplies		10,000	
Magazines & Newspapers		500	
Non-Capital Equipment		1,000	

	Positions	Board Funds	Categorical Funds
Equipment		12,000	
Minor Building Modification		60,000	
Service Fees		35,000	
Canceled Encumbrance		(70,000)	
Office of Operations			
Chief of Operations Services	1.00	138,671	
Analyst	1.00	85,904	
Department Administrative Assistant	1.00	59,650	
Vacancy Adjustment		(9,221)	
Benefits		204,053	
Travel		500	
General Services		2,000	
Supplies		2,002	
Non-capital equipment		10,000	
Office of Planning and Operations			
Business Manager	(0.50)	(66,081)	
Chief of Operations Services	(1.00)	(138,671)	
Fiscal Policy Analyst	(.50)	(42,952)	
Department Administrative Assistant	(1.00)	(59,650)	
Vacancy Adjustment		9,221	
Benefits		(221,215)	
Travel		(2,000)	
General Services		(500)	
Supplies		(2,002)	
Non-capital equipment		(10,000)	
Strategic Planning and Budget			
Leadership Analyst	(1.00)	(99,129)	
Grants Coordinator	(0.50)	(51,992)	
Business Manager	(0.50)	(66,081)	
Budget Specialist	(0.65)	(64,434)	
Budget Analyst	(2.00)	(150,562)	
Budget Planning Assistant	(1.00)	(58,196)	
School Secretary I	(1.00)	(34,965)	
Vacancy Adjustment		19,570	

	Positions	Board Funds	Categorical Funds
Overtime		(7,500)	
Part-time Clerical		(10,000)	
Benefits		(388,280)	
Duplicating		(11,005)	
Supplies		(12,683)	
Budget Services			
Manager of Financial Planning	0.80	87,267	
Leadership Analyst	1.00	99,129	
Budget Specialist	0.65	64,434	
Budget Analyst	3.00	236,466	
Budget Planning Assistant	1.50	87,294	
Accounting Specialist	1.00	81,905	
Vacancy Adjustment		(41,171)	
Part -time		10,000	
Over time		15,500	
Benefits		475,491	
Car Allowance		150	
Duplicating		27,005	
Supplies		17,684	
Grant Services			
Grants Coordinator	0.75	77,987	
School Secretary II	1.00	36,289	
Grant Specialist	1.00	93,508	
Teacher	1.00	56,500	
Vacancy Adjustment		(22,054)	
Part-time Certificated		22,784	
Co-op Student		6,028	
Benefits		201,113	
Contract Services		5,100	
Travel		200	
Car Allowance		900	
General Service		2,000	
Supplies		10,000	
Grants Coordinator	(0.25)		(25,998)

	Positions	Board Funds	Categorical Funds
Benefits			(19,291)
Insurance and Risk Management			
Benefits Analyst	1.00	67,517	
Benefits Secretary II	1.00	23,632	
Vacancy Adjustment		(8,642)	
Benefits		61,220	
Consultant Services — Actuary		18,521	
Contracted School Services			
Program Manager	2.00	178,534	
Principal on Special Assignment	0.50	50,855	
School Secretary II — 12 months	1.00	37,913	
School Secretary II —12 months	1.00	42,427	
Vacancy Adjustment		(7,766)	
Part-time Certificated		1,000	
Benefits		224,798	
Contract Services		2,000	
Car Allowance		3,500	
Postage		1,500	
Duplicating		3,500	
Telephone		3,000	
General Service		3,000	
Other Expenses		2,500	
Supplies		14,601	
Finance Services			
Controller	1.00	103,982	
Budget Planning Assistant	1.00	58,196	
Accountant II	3.00	180,825	
Manager-Financial Reporting	1.00	99,128	
Accounting Specialist — Financial Information	5.00	377,893	
Accounting Specialist — Financial Information	1.00	81,905	
Department Administrative Assistant	1.00	59,650	
Accounting Assistant I	2.00	77,604	
Finance Director	1.00	132,162	
Accounting Assistant II	4.00	174,256	

	Positions	Board Funds	Categorical Funds
Accounting Assistant III	1.00	53,892	
Accounting Specialist — Financial Information	1.00	66,290	
Financial Service Manager	.25	27,271	
Vacancy Adjustment		(57,658)	
Benefits		1,079,904	
Overtime		20,000	
Maintenance Contracts		6,000	
Travel — Out-of-town		800	
Car Allowance		200	
Duplicating		3,000	
Supplies		15,313	
Non-text Books		500	
Non-capital Equipment		4,000	
Utilities			
Fiscal Policy Analyst	(0.50)	(42,952)	
Benefits		(31,870)	
Bank Service Fees			
General Service		40,000	
Service Fees		40,000	
Office of Family Services (Title I)			
To be determined	2.00		120,062
Vacancy Adjustment			(30,016)
Benefits			89,086
Organization Development (Title II)			
Coordinator	1.00		120,062
Secretary I — 12 months	1.00		34,800
Vacancy Adjustment			(38,716)
Benefits			86,180
Duplicating			3,000
Supplies			7,000
TOTALS	4.75	$150,000	$346,169

Positions Summary (from Reorganization)

Board Funds 1.00
Categorical Funds.....3.75

Administration's Analysis

11. The proposed amendments are aligned with the district's strategic plan. This Board item supports the strategic plan goal 1 - Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship, goal 5 – School staff are supportive and responsive to students and families and goal 7 – The district's central services departments support student learning.

12. The recommendations are consistent with Administrative Policy 3.0 Fiscal Management.

13. Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,353,996,764 based upon current law and revenue limit calculations. Excluding categorical grants, the three statutory funds will total $1,046,455,787. This compares to the FY10 total of $1,072,818,849, a decrease of ($26,363,042) for the three statutory funds.

	FY11 June Adopted Budget	October 2010 Adjustments	FY11 Adopted Amended Budget
Operations Fund	$989,628,757	$8,809,264	$$998,438,021
Construction Fund	$33,477,342	($1,723,000)	$31,754,342
Extension Fund	$14,255,240	$2,008,184	$16,263,424
Totals	$1,037,361,339	$9,094,448	$1,046,455,787

14. The allowable property tax levy (School Operations and Construction Funds only) under the revenue limit is now $279,756,672. The property tax levy for all taxing funds (School Operations, Construction and Extension) is $293,507,008. Although MPS decreased the property tax levy by $2.4 million, due to lower assessed valuations the property tax rate increased. Assessed values decreased by $756,147,403 (2.7%) from $27,803,864,098 in FY10 to $27,047,716,695 in FY11.

Property Tax Levy	FY11 July Information to MBSD	October 2010 Adjustments	FY11 Adopted Amended Budget
Operations			
MPS	$218,336,875	($3,107,305)	$215,229,570
Private Schools (MPCP)	50,711,425	($497,747)	50,213,678
Total Operations	$269,048,300	($3,605,052)	$265,443,248
Construction	15,988,342	(1,259,000)	14,729,342
Extension	11,326,234	2,008,184	13,334,418
TOTALS	$296,362,876	($2,855,868)	$293,507,008

15. The following table shows a comparison of the revised property tax levy to the prior year's property tax levy.

Property Tax Levy	FY10	FY11	$ Change	% Change
Operations				
MPS	$222,398,673	$215,229,570	($7,169,103)	(3.2%)
Private Schools(MPCP)	54,133,414	50,213,678	(3,919,736)	(7.2%)
Total Operations	$276,532,087	$265,443,248	($11,088,839)	(4.0%)
Construction	9,074,793	14,729,342	5,654,549	62.3%
Extension	10,226,234	13,334,418	3,108,184	30.4%
TOTALS	$295,833,114	$293,507,008	($2,326,106)	(0.8%)

Implementation and assessment plan

16. Upon adoption by the Board, the Administration will notify departments and schools of the revised budget appropriations and position changes, and direct the implementation of all resulting adjustments.

17. The resolutions adopted by the Board will be transmitted to the Common Council of the City of Milwaukee for adoption as prescribed by State Statutes 119.46, 119.47 and 119.48 prior to the adoption of the City Budget scheduled for November 2, 2010.

Committee's Recommendations

1. Your Committee recommends that the Board amend the FY11 Budget as noted in this board item and — whereas, on June 3, 2010, as part of its adoption of the FY2011 budget, the Milwaukee Board of School Directors approved a capital plan that included $9.8 million of borrowing under the American Recovery and Reinvestment Act (ARRA) Qualified Construction School Bonds (QSCB) for a central food-production facility (commissary) — also direct the Administration to:

a. cancel immediately all RFPs (requests for proposals) — including, but not limited to, RFP 706 —related to the privatization or outsourcing of the food-service functions currently performed by employees of the Milwaukee Public Schools, and

b. if necessary, take whatever steps are necessary to issue bonds to cover the authorized borrowing for the central food-production facility (commissary); and

c. to bring to the Board an action item during the December Board cycle that contains three or more proposals to build a central commissary. The item must contain enough specific details and pricing estimates to allow the Board to direct the Administration to move forward on one of the proposals; and

d. to include in the item an analysis of

(1) a comparison of cost efficiencies and dates of operational implementation (e.g., repurposing an existing site may be cost-effective, but may require the time-consuming process of obtaining zoning variances) for each proposal;

(2) an indication of whether each proposal repurposes an existing MPS property;

(3) an indication of other benefits inherent in each proposal (including, but not limited to, construction in an enterprise zone, green practices, energy efficiencies, repurposing of existing property at low cost);

(4). an indication of the opportunities that each proposal provides for developing and expanding community partnerships;

(5) an indication of how each proposal provides opportunities for sustainable food initiatives and environmental best practices; and

(6) a comparison of the ability of the site in each proposal to accommodate educational opportunities for students and their families, including, but not limited to, a live classroom to educate students and families on about how food is prepared and where it comes from.

Adoption of the recommendation would adjust the School Operations Fund, the Construction Fund, and the Extension Fund for the changes described in the item above.

2. Your Committee also recommends that the annual budgetary resolutions be amended as follows:

SCHOOL OPERATIONS FUND

RESOLVED, That pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~$989,628,757~~ $998,438,021 will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2011 Fiscal Year; and that ~~*(amount to be determined)*~~ $265,443,248 thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition of the money to be received from state aids, shared taxes, and from other miscellaneous sources.

CONSTRUCTION FUND

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of ~~$33,477,342~~ $31,754,342 will be required for the 2011 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$15,988,342~~ $14,729,342 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~$14,255,240~~ $16,263,424 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2011 Fiscal Year, and that ~~$11,326,234~~ $13,334,418 thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2011, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Blewett moved to approve the Committee's recommendation.

Director Thompson moved a substitute, to remove the language found in Item 1 and approve Item 2 of the Committee's recommendation.

The substitute failed of adoption, the vote being as follows:

Ayes—Directors Spence and Thompson—2.

Noes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Voting "present"—Director Voeltner—1.

The question being on the original motion to approve the Committee's recommendation, it failed of adoption, a two-thirds vote of the membership being required for the adoption of the Construction Fund resolution:

Ayes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Noes—Directors Spence and Thompson—2.

Voting "present"—Director Voeltner—1.

Director Blewett moved to separate the question.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Director Blewett moved to approve the Committee's recommendation regarding Item 1.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Voeltner, Woodward and President Bonds—6.

Noes—Directors Spence and Thompson—2.

Director Falk moved to approve the School Operations Fund resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Director Falk moved to approve the Construction Fund resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—Director Spence—1.

Director Falk moved to approve the Extension Fund resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

1. The MPA received several tickets to one of the complimentary advanced screenings in Milwaukee of the documentary on public education, *Waiting for Superman.* Some MPA members attended. Following the screening at the festival, the Milwaukee Film Festival sponsored a panel discussion about the critical issues around education reform. School Board Director Terry Falk and MTEA President Michael Langyel participated on the panel. Discussion included such subjects as students' test scores, teacher tenure and evaluation, and schools of education. Public education is a shared responsibility — the film is engaging more people in the discussion on how to ensure a quality education for all children.
2. The Teacher & Principal Quality Work Group has continued to work on handbook for the cooperating teachers and placement of student teachers.

3. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

   a. Math Teacher Leader meetings took place on October 12 and 14.

   b. Math Alliance Project meetings took place on October 5 and 19.

   c. The "Lenses on Learning: Thinking About Mathematics Instruction" course for administrators and school leaders began on October 25. Participants may receive three free UWM credits.

   d. The MMP will provide funds to support the work of each school's learning team to implement math action plans in accordance with the proposal guidelines. The priority in using these funds is to target the professional work defined by the mathematics strategies outlined in each school's School Improvement Plan:

      (1) extended learning time;

      (2) aligned curriculum;

      (3) high-yield instructional strategies;

      (4) differentiated instruction; and

      (5) data analysis.

      Each Learning Team will receive a designated amount of meeting hours at the part-time certificated rate for an approved math action plan. Money may be used to pay teachers to meet before or after school or to substitute teachers hired to release teachers from class to engage in professional learning sessions. Funds will be distributed to correspond with the number of mathematics teachers in a school. Each school is required to demonstrate its commitment to improving math teaching and learning with in-kind support.

4. Mr. Don Sykes, CEO of the Milwaukee Area Workforce Investment Board and MPA Executive Partner, will be speaking at the Social Development Commission's 4th Annual Symposium on Poverty. The event takes place on November 10 from 8:00 a.m. to 2:00 p.m. at the Italian Community Center.

5. NEA Foundation Grant Update:

   a. The cross-site convening of the NEA Foundation grant to close the achievement gaps took place on October 6 through October 8 in Washington, DC. Representatives from MPS, UWM, Alverno, MMABSE, and the MTEA all participated on behalf of the Milwaukee site grant. The event included:

      - site visits to Montgomery County Public Schools;
      - debriefing of the site visits to discuss what was observed and learned that can help inform local efforts to accelerate the achievement rate for the traditionally underserved low-income and minority student groups;
      - panel discussion on making union-district collaboration work, with follow-up guided discussion and planning session to assess site visit observations and share best practices for local implementation;
      - presentation on understanding and using professional learning communities, targeted on deepening teaching capacity and focused on inclusion, accountability, teacher ownership, and communications.;
      - role-alike peer discussions about pressing issues and reflection sharing on role definition for helping to close the achievement gaps and adjusting to build relationships and make collaboration successful.;

- presentation on evaluation and sustainability, including national and local evaluation efforts, with emphasis on demonstrating and articulating impact. Local evaluators from Seattle and Milwaukee shared successes and challenges, and participants contributed to discussion of evaluation purposes and procedures;
- team planning time to apply session concepts to planning and implementation approaches;
- presentation by Jim Shelton, Assistant Deputy Secretary, Office of Innovation and Improvement, U.S. Department of Education, on the national perspective for closing the gaps, with a briefing on the programs and initiatives that the President and U.S. Department of Education are implementing to close the achievement gaps in our nation's schools;
- presentation on making expanded learning opportunities (ELO) connections, including discussion of terminology implications of ELO, how ELOs can support positive student outcomes, and the potential for developing social capital to create and leverage these initiatives locally; and
- the charge for site teams to stay connected and continue the plans outlined in Washington, DC. The NEA Foundation will share exciting developments that support the conceptual frameworks established throughout the convening.

One of the major highlights was speaking with Jim Shelton from the U.S. Department of Education. The Milwaukee team has directed Dr. Christine Anderson, Principal Investigator for the Milwaukee grant, to write a white paper on the lessons learned from the grant.

b. The grant sponsored the MPS Central Services literacy professional development with Alverno College. Over 100 Central Services administrators participated. The event was organized by Dr. Heidi Ramirez, MPS Chief Academic Officer.

c. Action Research Fellows will be working on a publication of their stories of action research to close the achievement gaps and promote social justice in their classrooms.

d. The Action Research Conference for Southeastern Wisconsin, organized by the Milwaukee Action Research Fellows, will be held this year at Carroll University in the spring. Local universities and colleges will rotate the conference every year.

e. Dr. Christine Anderson attended the Sharp Literacy Luncheon, at which Sister Joel Read, a member of the MPA, was honored.

* * * * *

(Item 2) Report of the Board's Delegate to the Library Board

Submitted by Director Thompson

Background

The Milwaukee Public Library has served the information and educational needs of Milwaukee residents since 1878. Comprising the historical Central Library, 12 branch libraries, and a Youth and Community Outreach unit, the Library is a department of the City and governed by Chapter 43 of the Wisconsin State Statutes.

The Mayor appoints the Library Director, who works with the Library Board. The Board consists of 12 members: five citizens, three Common Council members, and designees of the President of the Common Council, the School Superintendent, the School Board, and the County Executive.

Year 2011 Proposed Budget Overview

Operating Budget	2010 Adopted Budget	2011 Proposed Budget	Change from 2010 to 2011	
Positions	368	372	4	1%
Salaries and Wages	$11,584,227	$12,094,690	$510,463	4%
Fringe Benefits	4,749,532	6,168,292	1,418,760	*30%
Supplies and Materials	507,000	553,956	46,956	9%
Rental and Services	1,002,000	1,160,486	158,486	16%
Energy	728,000	701,040	(26,960)	-4%
Equipment	185,600	152,279	(33,321)	-18%
Books and Materials	1,377,143	1,435,000	57,857	4%
Total	$20,133,502	$22,265,743	$2,132,241	11%
Total, Less Fringe Benefits	$15,383,970	$16,097,451	$713,481	5%

* Increase in salaries and fringes due to settlement of labor contract and increasing healthcare costs.

Summary

1. Salaries budgeted with no step or cost-of-living increases. Four furlough days scheduled for 2011.
2. Four neighborhood libraries will increase hours from 35 to 45 per week, which will add one more day.
3. Center Street Library will be funded with CDBG, except fringe benefits will be paid by city funds.
4. The 2011 proposed budget includes $2,526,000 for capital projects.
5. Budget meets Maintenance of Effort Requirement:

   Section 43.15(4)(c), Wis. Stats., establishes certain requirements that a municipality, county, or joint public library must meet in order to participate in a public library system like the Milwaukee County Federated Library System. One of these is the requirement that the appropriation received from the library's governing body is not less than the average of such funding received for the previous 3 years. MPL did not meet the MOE requirement in 2010.

Basics Statistics

2009

Visits 2,459,129
Circulation 3,034,805
Circulation-Children's 927,738
Library Card Holders 396,605
Collection Size[1] 2,767,411
Public Internet Computers 388
Children's and Teen Programs[2] 2,095
Attendance at Children's and Teen Programs 86,065

[1]Collection includes books, electronic books, audio materials, downloadable audio materials, video/DVD, downloadable video/DVD, kits, maps, government documents, databases, newspapers, and periodicals.

[2]Includes preschool story hour, after-school activities and homework help, Saturday morning activities, special events, Teen Advisory Board meeting and events, and summer reading program events.

2010 YTD

Super Reader Summer Reading Participation — 2010 20,879
Outreach to Howard Fuller Reading Program (5 days per week) 60

Major Projects

Green Roof — Opened a 30,000-square-foot green roof on Central Library in July. Includes an educational program and solar panels that generate 11% of Central's electrical needs.

RFID & Self-Service Circulation — This $3.5 million capital project is changing the way in which materials are circulated, with patrons doing much of the work themselves through self-serve technology. Program expected to be completed in 2011 (1st Quarter).

New Branch Library at Villard Square — An 11,800 sq. ft. library in a four-story development will replace the current library at 33rd and Villard. A new model of branch library service, this library will serve the 47 units of grandparent housing above it and the surrounding community. The first public library in the country to be built with Federal New Market Tax Credits.

Drive-Up Renovation — A public-private partnership is giving a much needed facelift to the Central Library drive-through after 50 years in operation. The project includes an exterior upgrade, new lighting and service systems, digital signage, and improved ADA access to Central Hall.

Key Initiatives

Books2Go — This 10-year-old program provides early literacy training to the childcare providers and the parents of at-risk children.

Summer Reading — This summer nearly 21,000 students participate in this annual program that encourages them to read for fun and at the same time to maintain their reading skills to minimize fall-back during the summer.

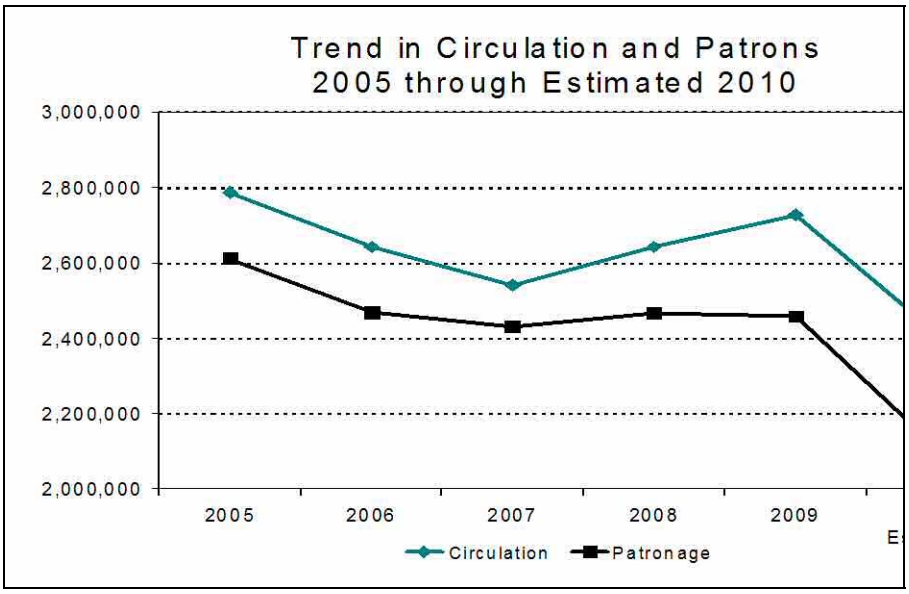
Teacher in the Library — A new initiative begins this fall in which certified teachers work with students in the library after school. Modeled after the successful program of the same name at the Chicago Public Library.

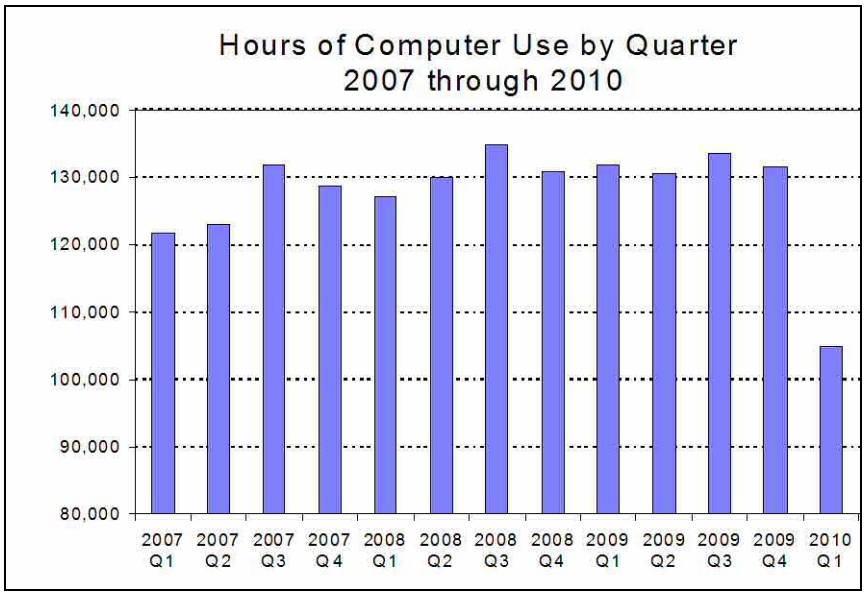
Library Card Campaign — Targeting 1st-graders every year, the Library's goal is that every student attending the Milwaukee Schools will have a valid library card.

Teen Advisory Board — Teenage students are recruited each year to serve as advisors to young adult libraries and to participate in events developed for teens.

Critical Issues

Facilities & Budget — The increase in operating costs during a time when revenue sources are declining has led the Library Board to approve a plan for 21st Century Libraries. This plan would rebuild or replace some libraries, consolidate others, and create a new Express Library that would provide convenient access to library materials in small outlets in partnership with other businesses or organizations.





Monthly Statistical Report — September 2010

PATRON COUNT						
Circulation Unit	This Month	Same Month Last Year	% Increase or Decrease	Year to Date	Previous Year to Date	% Increase or Decrease
Central	40,836	31,839	28.26%	404,844	402,570	0.56%
Atkinson◄	11,938	9,092	31.30%	84,011	86,622	-3.01%
Bay View◄◄	9,984	14,100	-29.19%	93,627	137,747	-32.03%
Capitol◄◄	10,269	13,554	-24.24%	92,541	145,347	-36.33%
Center Street	11,525	9,976	15.53%	102,984	98,109	4.97%
East◄◄	12,511	16,258	-23.05%	106,022	155,649	-31.88%
Forest Home◄	11,888	13,720	-13.35%	117,081	137,982	-15.15%

PATRON COUNT						
Circulation Unit	This Month	Same Month Last Year	% Increase or Decrease	Year to Date	Previous Year to Date	% Increase or Decrease
Martin Luther King◄	8,961	10,118	-11.44%	75,678	89,998	-15.91%
Mill Road◄	8,573	10,458	-18.02%	87,209	101,839	-14.37%
Tippecanoe◄	9,843	10,026	-1.83%	91,922	107,730	-14.67%
Villard Avenue◄	7,475	7,767	-3.76%	70,884	77,989	-9.11%
Washington Park◄	13,259	15,730	-15.71%	112,235	150,860	-25.60%
Zablocki◄	12,007	14,771	-18.71%	121,773	152,481	-20.14%
YCOS - Outreach	392	274	43.07%	3,062	2,775	10.34%
Drive-In Traffic Count	0	2,092	-100.00%	16,172	20,063	-19.39%
TOTAL	169,461	179,775	-5.74%	1,580,045	1,867,761	-15.40%

◄ 22.2% cut in hours
◄◄ 37.5% cut in hours

CIRCULATION						
Circulation Unit	This Month	Same Month Last Year	% Increase or Decrease	Year to Date	Previous Year to Date	% Increase or Decrease
Central	42,363	42,404	-0.10%	439,838	443,733	-0.88%
Atkinson◄	7,047	8,241	-14.49%	64,840	72,309	-10.33%
Bay View◄◄	18,318	22,043	-16.90%	178,914	212,567	-15.83%
Capitol◄◄	13,046	16,373	-20.32%	130,926	168,240	-22.18%
Center Street	7,041	5,997	17.41%	55,914	49,062	13.97%
East◄◄	16,608	20,486	-18.93%	157,932	197,476	-20.02%
Forest Home◄	12,145	13,439	-9.63%	116,687	130,537	-10.61%
Martin Luther King◄	7,555	8,208	-7.96%	64,247	75,919	-15.37%
Mill Road◄	10,847	11,924	-9.03%	105,122	116,053	-9.42%
Tippecanoe◄	12,634	14,538	-13.10%	129,714	145,773	-11.02%
Villard Avenue◄	6,883	8,816	-21.93%	68,938	80,049	-13.88%
Washington Park◄	9,660	11,874	-18.65%	92,873	113,421	-18.12%
Zablocki◄	18,286	20,825	-12.19%	183,485	224,298	-18.20%
YCOS — Outreach	4,076	3,002	35.78%	32,458	29,407	10.38%
TOTAL	186,509	208,170	-10.41%	1,821,888	2,058,844	-11.51%

◄ 22.2% cut in hours
◄◄ 37.5% cut in hours

* * * * *

(Item 3) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

District Advisory Council Activities

- September 9, 2010

  District Advisory Council (DAC) Executive Committee

  The DAC Executive Committee conducted its monthly meeting. The committee finalized the parent orientation and training which will be held October 16, 2010, at Central

Services from 8:30 a.m. to 12:30 p.m. The Committee also finalized the items for the first DAC meeting, which will be held on October 7, 2010, at Central Services from 7:00 p.m. to 8:30 p.m. The presentation for the October 2010 meeting concerned parents rights and responsibilities. Seven of the DAC Executive Committee members and three MPS staff were present.

The District Advisory Council Executive Committee meets on the second Thursday of every month at Central Services from 5:30 p.m. until 6:30 p.m. and extends an invitation to the Milwaukee Board of School Directors Board of Directors to attend the meetings.

The District Advisory Council delegates' meeting is on the first Thursday of every month at Central Services from 7:00 p.m. until 8:30 p.m.

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(Item 4) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. Milwaukee Public Schools' district administrators participated in a Head Start orientation and compliance-overview session on October 4. The overview consisted of Head Start Performance Standards, Head Start Act, and the FY11 Monitoring Protocol.

2. The Head Start Coordinator, managers, teachers and educational assistants participated in the Early Reading First Conference on October 4 and 5. The conference focused on instructional practices in early childhood.

3. The ERSEA/FPA staff meeting was conducted on October 6. The meeting focused on parental involvement, enrollment, and student attendance.

4. The Head Start Coordinator participated in a Division of Early Childhood staff meeting on October 6. This meeting focused on updates and planning for Early Childhood programs.

5. The Education Manager, teachers, and educational assistants participated in a cohort teacher orientation on October 7. The orientation provided guidance on the cohort requirements. Participates also toured a high-quality early childhood classroom and reflected on their classroom environments. This orientation was conducted in collaboration with HighScope and SAGE programs.

6. In support of Jumpstart's Read for the Record, the Head Start Coordinator read to K3 Head Start students Green Bay on October 7.

7. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on October 7. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

8. The Education Manager participated in a meeting on October 8 with Cardinal Stritch University's Early Program Director, Casey O'Keefe, who provided information on course work and requirements for Stritch's early childhood programs. The Head Start Program is researching universities and technical college programs to determine which institutions best meet the needs of Head Start paraprofessionals and educational assistants in compliance with the Head Start Act's staff qualifications.

9. The Head Start Coordinator, Health Team and Health, Mental Health and Disabilities Manager conducted the Head Start Health Services Advisory/Community Partners committee meeting on October 8. The meeting was held to review, plan, and discuss with health providers and partners programs and activities that address critical issues and concerns related to health, mental health, disabilities, and nutrition among Head Start families and children.

10. The Head Start Coordinator participated in a Division of Early Childhood staff meeting on October 8. This meeting focused on updates and planning for Early Childhood programs.

11. The Head Start Coordinator participated in an ART training session on October 11. The training focused on updates provided to ART, activity-tracking software that collects data on services provided to schools.

12. The Head Start Coordinator participated in a Division of Early Childhood planning meeting on October 11. The meeting focused on updates regarding the early childhood checklist and worksheet policy.

13. A focus group consisting of the Head Start Coordinator, Education Manager, Head Start teachers, a Houghton Mifflin Harcourt (HMH) representative, and a literacy specialist participated in a Houghton Mifflin Harcourt implementation-planning meeting on October 11 and 21. This focus group met to discuss and establish alignment of both HMH PreK and the DLM curricula used in K4 Head Start classrooms.

14. The Head Start Coordinator participated in a SHARP Literacy luncheon on October 12. The luncheon was held in celebration of literacy programming.

15. Management meetings were held on October 12 and 19. The meetings focused on program updates and planning.

16. The Head Start Coordinator and Managers conducted an on-site orientation with the principal new to Head Start at Maple Tree on October 13.

17. The Head Start Coordinator attended MAP training on October 15. The training focused on the use of data from MAP to provide support to schools.

18. The Health, Mental Health, and Disabilities Manager and Health Coordinator conducted training for new Head Start teachers on October 19. The training focused on service-area compliance and protocol related to health, mental health, disabilities, and nutrition.

19. Head Start teachers and educational assistants participated in cohort trainings on October 19 and 20. The training, which focused on how to have an engaging writing area, provided participants with a variety of writing instructional strategies and materials for early childhood students. This training was collaborative with HighScope and SAGE programs.

20. Family Partnership Associates participated in ChildPlus training on October 20. This training focused on entering data regarding family services and health tracking into the ChildPlus database.

21. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on October 20. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

22. Head Start K4 teachers participated in training on October 22. The training focused on the alignment of DLM Early Childhood Express and Houghton Mifflin PreK curricula, as well as the integration of the Comprehensive Literacy Plan.

23. Head Start teachers and educational assistants participated in SMARTBoard training on October 25 and 27. The training provided the basics of the components of SMARTBoard and instructions to getting started using the SMARTBoard as a teaching tool.

24. The Head Start Coordinator participated in a MAP screener committee meeting on October 27. The purpose of the meeting was the implementation of the MAP Screener district-wide.

25. Head Start Managers attended the MMABSE (Metropolitan Milwaukee Alliance of Black School Educators, Inc.) and ASC (Administrators' and Supervisors' Council) conferences on October 28 and 29.

The next Policy Council Meeting will be Saturday, November 6, 2010, at Walker's Point at 12:00 noon.

Parental Involvement

26. Fourteen parents attended the Policy Council meeting held on Saturday, October 9, 2010, at Central Services. The meeting focused on the enrollment-selection criteria, the upcoming federal review, and the continuation of the Head Start COLA and Expansion Grant.

27. Parent center meetings were held at each Head Start site. The topic of the September meetings was program governance. As of October 20, 2010, eight schools conducted parent meetings, with 72 parents in attendance.

28. Marquette Dental Day was conducted on October 2. The purpose of this event is for both SDC and MPS Head Start students to provide an opportunity for to obtain free dental exams, fluoride varnish application, and urgent dental care. Two hundred sixty MPS Head Start students attended and received dental care at this event . Of these student, 22 received urgent dental care.

Services Provided

29. Informal site-monitoring visits were conducted at Auer, Dover, Gwen T. Jackson, Forest Home, Hayes, Hopkins, Kagel, Kilbourn, Kluge, Lincoln, Longfellow, and Mitchell.

30. Health screenings were conducted at Auer, Green Bay, Gwen. T. Jackson, Hopkins, Kagel, Siefert, Sherman, Thirty Fifth, Thurston Woods, and Westside Academy.

31. The School Nurse Associates are initiating follow-up with parents regarding Head Start students who failed vision screenings.

32. An on-site dental day was held at Gwen T. Jackson to provide Head Start children an additional opportunity to receive free dental exams and fluoride varnish applications. These services are provided voluntarily by dental professionals.

Enrollment

33. There were 1,051 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of October 16.

34. There were 50 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2010-2011 school year as of October 16.

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President of the Milwaukee Board of School Directors for October 2010

During the preceding month, the President:

1. met with various members of the Milwaukee Board of School Directors on MPS issues;
2. along with Dr. Thornton, met with Mayor Barrett to talk about MPS issues;
3. met with several individuals who expressed interest in establishing MPS charter schools;
4. attended a two-day CUBE Conference in Baltimore, Maryland;
5. met with other elected officials regarding MPS issues;
6. attended a community meeting regarding the future of Custer High School; and
7. met with various individuals to discuss black students' reading test results.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

Communication 1011C-008

from Ms Roxanne Starks, President of the Milwaukee City Council PTA/PTSAs, Inc.

October 8, 2010

Office of Board Governance
Milwaukee School Board Directors
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee. WI 53208

Dear Board Governance:

The Milwaukee City Council of PTA/PTSA's Inc. would like to request a public hearing on the 2010-2011 School Supply Lists from schools in MPS.

After researching what schools are requiring parents to provide and continuous conversation with parents, the Milwaukee City Council PTA/PTSA's Inc. feels that a public hearing on this would facilitate changes and open the discussions with inequities from school to school along with the high cost of these school supplies. Further discussion with parents across the district; comment not only on the high cost of school supplies but the additional cost of school/student fees, monthly healthy snacks, field trips, and fundraising in our schools.

We look forward to hearing from you regarding this important issue.

Forever Children,

Roxanne Starks
President
Milwaukee City Council PTA/PTSA's Inc.
Advocating for children since 1897

Referred to the Committee on Parent and Community Engagement.

* * * * *

RESOLUTIONS

Resolution 1011R-020

by Director Bonds

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, sections (3)(d)1.f., 2.d., 2.e., 3.d., 4.b., and 4.c. each contain provisions which require bids, contracts, and sole-source requests of $50,000 and above to be presented to the Board for approval and state that these purchase orders and contracts are not valid until they are approved by the Board; and

WHEREAS, On September 24, 2009, the Milwaukee Board of School Directors took action to:

1. limit the Superintendent's discretion to approve contracts to up to $25,000;

2. require a monthly report to the Board's Committee on Accountability, Finance and Personnel, to include the amount of the contracts, vendors, and the purpose of all contracts under $25,000;

3. forbid individual contracts from being combined to total more than $50,000; and

4. require contracts between $5,000 and $24,999 to go through an informal bidding process; and

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, section (2)(b), dictates, in part, that "Contracts may not be broken into or issued as smaller segments, projects, or purchases in order to avoid any requirement of this policy"; and

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, section (2)(c), further states, "The Office of Finance and Operations may refuse payment for purchases or contracts made in violation of this policy. Violations must be explained in writing by the school or department responsible. In instances when the Office of Finance and Operations refuses payment from Board funds, the school or department in violation will be directed to make payment from funding sources identified by the superintendent"; and

WHEREAS, In his report to the Board at its September 30, 2010, meeting, the Chief Accountability and Efficiency Officer noted several issues relating to an evaluation of the MPS contracting process, including:

1. There is no central location for all contracts.

   a. All the different contracts or each year's revisions cannot be easily identified.

   b. Contracts are not in one location and are often difficult to find.

   c. There is a need to identify recurring vendors and additional opportunities to standardize contracts.

2. Contract follow-up is difficult and not always done.

   a. There is a need to see if initial RFP requirements (e.g., service expectations, diversity) were met.

   b. Contracts must be linked to original RFP/bid documents.

3. There is no standard contract processing and approval routing.

   a. There is a need to ensure that all contracts are properly routed to required departments, such as procurement and contract compliance, so that all contract criteria are incorporated into approvals.

   b. All contracts need to be routed through the contract specialist, who then needs a centralized location for questions and issues.

   c. There is a need to obtain contract approvals and retain comments to document-approval process.

4. costs-benefit analysis and service-level metrics must be incorporated into the contracting process; now, therefore, be it

RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts must be identified by the vendor name and must include the financial terms and contractual term dates within the body of the document; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts that bind the District to an amount exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year shall be brought to the Board for approval and must be signed by the Board President for execution; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year shall be published on the Office of Accountability and Efficiency's website; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year, including facilities and maintenance contracts, be processed through the District's (IFAS) financial system; and be it

FURTHER RESOLVED, That in order to ensure compliance and accountability, the Office of Accountability and Efficiency and the Office of Board Governance have direct and unlimited access to all district financial and other database systems and records, including, including those of the Department of Facilities & Maintenance Services; and be it

FURTHER RESOLVED, That disciplinary action, up to and including termination, shall be initiated against any staff member who knowingly chooses to act to subvert the above-mentioned process or who refuses to cooperate with any internal or external investigations into contract irregularities, fraud, or criminal behavior.

Referred to the Committee on Accountability, Finance, and Personnel.

The Board adjourned at 8:20 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 18, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:33 PM.

Present—Directors Blewett (6:55 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Absent and excused—Director Woodward—1.

President Bonds requested a moment of silence in memory of Donovan Thrash, a student at Thoreau Elementary School, who was in killed in a car accident on Saturday, November 13, 2010.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

DR. RICHARD E. BRIGHAM
Equitable Educational Coordinator for Students with Disabilities

Dr. Richard Brigham has dedicated 35 years to Milwaukee Public Schools in a variety of capacities, including District Section 504/ADA Coordinator, Acting Supervisor for Psychological Services, school psychologist with the Autistic Program and with Programs for the Emotionally Disturbed, and school psychologist in a variety of school settings at all levels. For the last ten years, he has served as Equitable Educational Coordinator for Students with Disabilities. As he began his studies in the psychology of learning and behavior, he realized how much he loved working with students in the school setting.

Because MPS is supportive of continuing education and professional development, for which Dr. Brigham is both grateful and eternally indebted, he completed a doctorate in clinical psychology at the Wisconsin School of Professional Psychology and, most recently, a certificate in dispute resolution at Marquette University.

As part of his doctoral studies, Dr. Brigham completed an out-of-state hospital-based internship in clinical psychology. As a result of skills developed in that training, he worked for years in a district alternative school specializing in students with challenging behaviors. These district-supported studies allowed Dr. Brigham to qualify for licensure by the Psychology Examining Board as a licensed psychologist, as well as to be listed in the National Register of Health Care Providers in Psychology.

Most recently, Dr. Brigham has played a leadership role in the initial development and ongoing maintenance of the Parent Dispute Resolution System (PDRS). He has presented at many meetings in the community about this alternative dispute-resolution process, which resulted from a Board member's resolution directing the Administration to develop a friendly process for resolving parents' concerns. This process provides a mechanism for quickly bringing concerns to the school and drawing on district resources to resolve parental disputes.

While Dr. Brigham has experienced many professional rewards during his career, his current position is one of the biggest rewards. It has been a dream opportunity to participate in customer service and special education policy development on a high level. He shared his view of customer service: "Be passionate about customer service. And remember that *the customer* refers to students, parents and staff."

Dr. Brigham was an early member of the Broadly Based Exception Education Task Force as a representative of the school psychologists. This grew into an opportunity to work with the late Lila Kelly, Sr. Patrice Colletti, Jan Serak, and Susan Endress on issues of importance to families of special education students. Though PDRS was not developed until years later, inherent collaboration with advocacy organizations is rooted in that experience.

While assigned to the Autistic Program, Dr. Brigham was fortunate to work with Dave Mikulecky and Ray Frank on the COPE Team. This team intervened with families, primarily, to help transfer some of the classroom-behavior gains to the home. During this time, he was also involved in offering a parent support group.

Dr. Brigham has sought opportunities to work with students beyond his assigned duties. His first involvement in mediation was as a peer mediation supervisor on the playground of Lincoln Avenue School. Because of his work with parents for the last ten years, he endeavored to learn more about mediation. This process has been an effective mechanism of dispute resolution for a large percentage of the parents who have had disagreements about special education. He looks forward to volunteering as a mediator to continue to learn about this process.

One of the professional development initiatives that Dr. Brigham is most proud of is the creation of the Office of Psychological Services Grand Rounds. This monthly, noon-time lecture series met in the Central Services auditorium and invited speakers from the city, around the state, and Chicago. A fair number of district staff members in a number of departments were also recruited to give lectures based on recently defended doctoral dissertations. The audience included an interesting mix of supportive services staff, teachers, and administrators. The notices were distributed on the legacy "Wizard Mail" System.

Dr. Brigham has greatly enjoyed and been challenged by teaching a number of classes over the years in the University of Wisconsin-Milwaukee's Department of Educational Psychology. He is proud of the work of some of his students, who are now school psychologists with the district. He has also presented on the subjects of discipline, graduation, and special education procedural protections.

Because of the nature of his assignment for the past ten years, Dr. Brigham has benefitted from interactions with the Office of the City Attorney. He appreciates the support and guidance he has received from a variety of staff attorneys from that department, including Susan Bickert, Eloisa Deleon, Jan Smokowicz, and the late Roxane Crawford. Since so many of the monitoring processes depend upon a variety of enterprise applications such as eSIS, Data Warehouse, and SSIMS, he is a huge fan of and collaborator with the Technology Department and of its support to the district.

The Milwaukee Board of School Directors and the entire school community recognize Dr. Richard E Brigham for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Other Awards and Commendations

On Thursday, November 18, 2010, Voces de la Frontera, an organization dedicated to protecting the rights and improving the quality of life for low-wage and immigrant workers. will present its annual Civil Rights Award to the Milwaukee Board of School Directors at Voces de la Fronters's 2010 Reaching for the American Dream Gala. The award is in honor of the strong civil rights stand which the Milwaukee Board of School Directors took when it passed the 2010 resolution in support of the Arizona Boycott in protest of that state's controversial immigration law, Senate Bill 1070, and Senate Bill 2281, which prohibits teaching classes in ethnic studies. The award honors the Board for demonstrating "principled leadership and passion for the values of diversity, equity and education" in adopting the resolution.

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On November 11, 2010, at its 4th Annual Recognition Banquet held at the Italian Conference Center, the Milwaukee affiliate of the National Black Child Development Institute (NBCDI) presented Dr. Michael Bonds, President of the Milwaukee Board of School Directors, with its Community Service Award.

For 40 years, the NBCDI, in orchestration with its affiliate network of volunteers from across the nation, has pursued its mission to improve and protect the lives of children, working to improve child welfare services, to make universal early care and education a reality, to build family-support services, to advocate for educational reform, and to make available vital information about children's health.

The BCDI-Milwaukee presents its Founders Award annually at its Recognition Banquet to individuals or organizations that actively assist or advocate for African American children and families who are experiencing challenges in early care and education, health, parenting, education, and child welfare. This award is given in honor of the founding members of BCDI-Milwaukee — Marie Crockett, Jessye Adams, Lorraine Carter, and Lynette Bracey.

The Founders Award recognizes outstanding contributions to the mission of NBCDI and BCDI-Milwaukee, whether through a single, one-time event or series of events over time. Awardees have demonstrated success and achievement in their fields of expertise, significant contributions in areas of public service, and concern about the development and education of young people, particularly African American youth.

The Community Service Award is given to a community leader who has had a positive influence on the political, social and economic lives of Black children. The awardee must be a member of BCDI-Milwaukee member and must have verifiable leadership experience in organizations or efforts that directly affect the lives of African-American children in Milwaukee.

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of October 26, 2010, were approved as printed.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Request for a Technical Amendment to the Employment Agreement between the Milwaukee Board of School Directors and the District's Chief Accountability and Efficiency Officer

Office of
Board Governance

On October 26, 2010, the Milwaukee Board of School Directors approved an employment agreement between the Board and Robert DelGhingaro, the district's Chief Accountability and Efficiency Officer. Subsequent to that action, the Office of Board Governance has been informed that one of the terms of the agreement, as stated in Section VII, ERS and Additional Employer Contributions, of the contract, must be amended in order to be implemented as intended: The original agreement states that the Board shall make the full employee and employer contribution to ERS on behalf of Mr. DelGhingaro. According to the provision of the ERS, however, the employee must pay 1.6% of the contribution.

At this time, therefore, it is necessary to request a technical amendment, as presented below, to delete the language that the Board will make the employee contribution and to add the dollar amount equivalent to the 1.6% contribution to the additional, annual sum that the Board contributes under the second paragraph of Section VII. This will result in neither a loss nor gain in actual total compensation.

Sincerely,

Lynne A. Sobczak
Board Clerk/Director, Office of Board Governance

Amendment to Chief Accountability and Efficiency Officer Employment Agreement
Between the Milwaukee Board of School Directors and Robert DelGhingaro

THIS AMENDMENT TO the Chief Accountability and Efficiency Officer Employment Agreement is entered into this __ day of _____, 2010, by between the Milwaukee Board of School Directors ("Board") and Robert DelGhingaro ("DeIGhingaro").

WITNESSETH:

WHEREAS, the Board, acting pursuant to Wis. Stat. §§ 119.10 and 119.18(10)(c), and its rules, voted at its meeting on October 26, 2010, to designate DelGhingaro to the position of Chief Accountability and Efficiency Officer; and

WHEREAS, effective October 26, 2010, the Board and DelGhingaro entered into an Employment Agreement concerning DelGhingaro's employment as the Chief Accountability and Efficiency Officer; and

THEREFORE, the Chief Accountability and Efficiency Officer Agreement between the Board and DelGhingaro that was entered into on October 26, 2010, is hereby amended as follows:

Section VII (ERS and Additional Employer Contributions) shall now read as follows

The Board shall make the full employer contribution to the ERS on behalf of DelGhingaro retroactive to July 1, 2010.

The Board shall annually contribute the sum of $8,525.00, plus an additional 1.6% of his salary, which sum may be used by DelGhingaro in whole or part, to fund a Board-approved tax-deferred plan of his choice.

IN THE PRESENCE OF: WITNESSED BY

By: _____
MICHAEL BONDS, Ph.D., President
Milwaukee Board of School Directors

Dated: _____

By: _____
ROBERT DELGHINGARO
Chief Accountability and Efficiency Officer

Dated: _____

1034-2010-2914:163474

Director Spence moved to approve the recommendation of the Office of Board Governance.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Noes—None.

* * * * *

REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 27 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Miller moved to adopt the monthly report of the Independent Hearing Panel and Independent Hearing Officers of October 21, 25, 26, and 27, 2010, and November 2, 3, 4, 5, 8, 9, 10, 11, 12, 15, and 16, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following item:

Accountability/Finance and Personnel Committee, Item 6, a monthly report from and possible action on recommendations of the Chief Accountability and Efficiency Officer Regarding the District's Title I Parental Involvement Activities.

On the motion of Director Blewett, the balance of the reports of the standing committees was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Service Information (Each month's data reflect cumulative data from July 1, 2010).

MONTHLY (Data collected annually reflect activities that began July 1, 2010)					
2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,801	104	77%	2	100%
Sept	18,046	221	75%	6	100%
Oct	17,345	351	69%	65	62%
Nov	17,392	685	63%	318	71%

2. Data-Management Services — Special Services Information Management System (SSIMS)

- Assisted with the Continuous Improvement Focused Monitoring (CIFM) DPI follow-up audit and Transition Audit for 2010.
- Implementation continued for the SSIMS/Encore Fall 2010 trainings for both new and veteran special services staff, including hands-on sessions, media site trainings, and drop-in HELP sessions.
- Facilitated professional development monthly opportunities for supervisors and diagnostic teachers.

* * * * *

(Item 2) Monthly Report on District Parental Involvement Activities

Your Committee reports having received the following informational report from the Administration.

Parent Involvement Activities

1. October 7, 2010

   • *District Advisory Council (DAC) Executive Committee Meeting with Dr. Thornton*

     The DAC Executive Committee meets with the Superintendent every other month to give updates on the activities and goals of the DAC. During this particular meeting, the DAC presented to Dr. Thornton its goals for the 2010-2011 school year. Six DAC executive members and the MPS Parent Involvement Coordinator were present

   • *District Advisory Council (DAC) School Delegate Meeting*

     The DAC conducted its monthly meeting, the focus of which was parents' rights and responsibilities. Sixty-nine participants, representing 48 school, were in attendance.

2. October 9, 2010

   • *Head Start Parental Involvement*

     The Head Start Policy Council held its monthly meeting, which focused on enrollment-selection criteria, the upcoming federal review, and the continuation of the Head Start COLA and Expansion Grant. Fourteen participants were in attendance.

     Head Start conducted monthly parent meetings, the topic of which was program governance. There was a total of 260 parents representing the 27 sites.

3. October 13, 2010

   • *Parent-Teacher Association (PTA) Council*

     The PTA Council meeting took place at Central Services, the topics for which were the Reflections program and membership. There were ten parents present.

4. October 14, 2010

   • *District Advisory Council Executive Committee*

     The DAC Executive Committee conducted its monthly meeting, which focused on reflections from the October DAC delegate meeting, developing the November DAC delegate meeting agenda, committee updates, and the 2010-2011 goals for the DAC. The DAC will focus its attention on:

     — increasing the number of parents who read to their children;

     — increasing the amount of time that pre-teens and teenagers read to their children;

     — increasing the attendance at the District Parent Resource Centers; and

     — developing a parent report card.

     There were nine DAC executive members and two MPS staff present.

5. October 16, 2010

   • *Parent Orientation and Training (District Annual Parent Meeting)*

     The district held its annual parent meeting at Central Services. The topics presented during the meeting were positive behavioral interventions and supports (PBIS), the Comprehensive Literacy Plan, parents' right to know, and Title I, Section 1118, Parental Involvement. There were 60 adult participants in attendance.

6. October 20, 2010

   • *Parent-Teacher Association (PTA) Meeting with Dr. Thornton*

   The PTA meets monthly with the Superintendent to provide updates on activities and goals for the 2010-2011 school year. This school, year the PTA will be focusing on student wellness and safety, school funding, school supply lists and parental involvement, soliciting volunteers, and removing barriers. There were five PTA representatives present.

7. October 20, 2010

   • *Families First: District Parent Professional Development*

   On the third Wednesday of each month, the district offers workshops and information sessions for parents. During the month of October, parents received information on positive behavioral interventions and supports, the assessments that are used in the district, and how the results are used to support student learning. There were 70 participants, representing 44 schools.

8. October 22, 2010

   • *Latino Forum Special Education*

   The 8th Annual Latino Forum for families of children with special needs was held at South Division High School. This event, which provides workshops and resources for families, is a collaborative effort among Milwaukee Public Schools' Division of Bilingual Multicultural Education, Division of Community Recreation, Office of Family Services, Office of Specialized Services, and South Division High School, Alianza Latina Aplicando Soluciones, Resturante 3 Hermanos, Disabiltiy Rights, Mr. Z's Pizza Solution, Southeast Regional Center's Children and Youth with Special Health Care Needs, the Wisconsin Department of Public Instruction, and WI FACETS.

   There were 90 parents in attendance.

9. October 26, 2010

   • *School Parent Coordinators' Meeting*

   The district provides support to the parent coordinators by conducting meetings on information and resources. The October meeting consisted of a panel discussion on the climate survey for parents. The participants discussed how to use the data from the survey to plan for parental involvement. There were 26 participants, representing 21 schools, Central Services, and community-based organizations.

10. October 27, 2010

    • *Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) Fall Conference*

    MMABSE held its 40th Annual Fall Conference at the Clarion Hotel. The district partnered with MMABSE to sponsor the parent recognition night. Parents were recognized for their outstanding commitment to education. There were over 200 people in attendance for the MMABSE parent recognition night, where 37 parents, representing 32 schools, were recognized.

    In addition to the awards presentation, parents had the opportunity to observe wonderful entertainment from the youth in the district and from the speaker, Mr. Byron V. Garrett, the National PTA's Chief Executive Officer.

District Parent Resource Centers

MPS has two District Parent Resource Centers: one center is located inside the Phillis Wheatley Elementary School, and the other center is located inside Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

- District Parent Resource Center: Phillis Wheatley
  - — Technology Classes. Parents are gaining and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, Suite, and the Mavis Beacon typing program. They are encouraged to use the computer lab for MPS resources such as using the Parent Assistant and the District Events Calendar, viewing school websites, communicating with their children's school staff, and any other available resources. A total of five participants visited the center during the month of October for the technology classes.
  - — Make-It, Take-It Labs. Parents are encouraged to use the Center as a support system for learning at home. Parents can come to the Center to make games and activities and to get resources to use with their children at home to enhance math and literacy skills. There were no participants for the Make-It, Take-It Labs.
  - — Mind Lab. The Mind Lab sessions use board games and other techniques to make connections to real-life situations. This session is used to reinforce critical thinking, problem solving, and social skills. There were no participants for the Mind Lab this month.
  - — Science Lab. This session provides the opportunity for parents to create fun and educational projects that can be done at home. There were no participants for the Science Lab this month.

  Planning is currently underway to enhance the programming offered at the Wheatley Parent Resource Center.
- District Parent Resource Center: Walker Multiplex
  - — English as a Second Language. Parents are provided the opportunity to participate in ESL classes at many different levels. The Center offers classes during the day on Mondays, Wednesdays and Fridays. The classes offered are Beginner I and Transitioning (Level 1C). There were 55 participants for the two levels.
  - — Technology Classes. Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word, and the Mavis Beacon typing program. Parents are also encouraged to use the lab for MPS and community resources. There were 33 participants that used the center for technology this month.
  - — Science/Math Workshops. This session offers hands-on experiences related to science and math that coincide with concepts learned in the school classroom to reinforce learning at home. There were no participants in the class this month.
  - — Zumba/Life Skills. The Center recognizes the need to provide information to parents on healthful habits. Seven parents attended the classes during the month.
  - — Additional ESL Classes. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. The evening and Saturday ESL classes offered are Beginner I, Transitioning (Level 1C), and Intermediate/Advanced. There were 85 participants in the evening and Saturday classes.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

- Having Involved Parents (HIP). During the month of September, HIP offered opportunities for parents to be involved in family events such as school open houses, HIP Family Gathering Nights, Big on Books (BOB), school meet-and-greets, back-to-school celebrations, and HIP family camp. In the month of September, 7,280 participants, representing 2,991 families, participated in HIP-sponsored events.
- Home Instruction for Parents of Preschool Youngsters (HIPPY). The HIPPY program follows the traditional school-year calendar and starts conducting home visits for families in the program in October. During the month of September, the HIPPY program recruited participants for the program and hired and trained staff. The week-long training consisted of one day of work between the HIPPY and HIP staff.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on Proposed Areas To Be Opened for Textbook Study Beginning with the 2010-11 School year

Administration's Analysis

1. MPS Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Adoption, provide that, each year at a meeting of the Committee on Innovation/School Reform, the Superintendent shall report the subject areas to be opened for the adoption of textbooks and instructional materials, as well as those areas which may be discontinued at the end of the following year.

2. The Superintendent may also recommend opening any subject areas for adoption study in which no textbook adoption is in effect, but in which an adoption is considered desirable.

3. Every student has the need for, and right to, textbooks and instructional materials that support learning and achievement. The choices of text materials are student-centered, promote equity, help children learn to think critically, and offer widespread involvement of teacher, parents, and community members. The textbook-adoption process supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan. It also addresses the goals and objectives of the 2008-2011 Information and Technology Strategic Plan adopted by the Board in October 2007, which include educator proficiency, student proficiency, and access to information resources and learning tools.

4. The Superintendent is recommending opening the following subject areas for adoption-study during the 2010-2011 school year.

High Schools

English 9 -12
International Baccalaureate (IB) English A1 SL
International Baccalaureate (IB) English A1 HL
International Baccalaureate (IB) English A2 (bilingual)
Advanced Placement (AP) English Language and Composition
Advanced Placement (AP) English Literature and Composition

Environmental Science (Gr. 9-12)

Biology (Gr. 9-12)
Advanced Placement (AP) Biology
International Baccalaureate (IB) Biology SL & HL
Advanced Placement (AP) Environmental Science
International Baccalaureate (IB) Environmental Systems and Societies

World Languages
English as a Second Language (ESL) World Languages
Advanced Placement (AP) World Languages
International Baccalaureate (IB) World Languages

K-8 Schools

Math (Gr. K-8)

5. Due to the significant number of students with print disabilities, MPS needs to ensure that alternative formats — such as audio, large print, Braille, digital, accessible web-based, site license for electronic access — as well as supplemental intervention resources, are available at the time of the adoption of new textbook and instructional materials. Publishers will be requested to provide information about availability of the abovementioned formats.

6. The Administration is conducting a review of current policies, procedures, and administrative practices related to the review, evaluation, and recommendation of textbooks and instructional materials. Current policy states that, when the Board has adopted a textbook for use in the schools, the adoption shall not be changed for seven years thereafter.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Teaching is based on a rigorous, relevant, district-aligned, comprehensive K-12 curriculum that is also aligned to MPS learning targets and state standards to ensure consistency in teaching and learning across schools and grade levels, particularly in the areas of English language arts and mathematics.

WTAM applicable measurable objective: 80% of students will read on grade level as measured by the WKCE-CRT.

Statute, Administrative Policy or Board Rules Implication Statement

8. This item is in accordance with Administrative Policy 7.26, Textbook Adoption; Administrative Procedure 7.26, Textbook Adoption; and Administrative Policy 7.27, Maintenance and Control of Instructional Materials.

Implementation and Assessment Plan Statement

9. The procedures listed below are implemented following Board action with respect to opening subject areas for textbook adoption study.

a. When a subject area is to be opened for adoption, an evaluation committee led by a curriculum specialist shall be established to study and evaluate available materials and make recommendations to the Superintendent concerning the adoption of textbooks and instructional materials for the subject areas.

b. Principals and teachers are notified.

c. Parents are notified and invited to serve on the parent advisory committee for the evaluation of textbooks and instructional materials. In addition, community organizations such as the City-wide PTA, La Causa, United Community Center, African American Education Council, NAACP, and Urban League are invited to send parent representatives. In an effort to further increase parental involvement in the textbook and instructional material evaluation process, the Administration will also solicit parents through the Title I District Advisory Council and School Governance Councils.

d. Publishers are notified.

e. Teacher nominations and expressions of interest in serving on textbook/instructional material evaluation committees for the various subject areas are obtained.

f. Textbook/instructional material evaluation committees are appointed.

g. Curriculum specialists provide training for textbook/instructional material evaluation committee members on selecting materials to promote multiculturalism and deep thinking.

h. Textbook/instructional material evaluation committees establish criteria for evaluating materials, based on the most recent literature and research related to instruction in that area. The committees obtain and evaluate available materials; meet with parents, publishers, and representatives; and solicit reactions and assistance from other teachers, department chairpersons, curriculum committees, etc.

i. Curriculum Specialists and the Procurement Division review the proposals submitted by the publishers of textbook and instructional materials

j. Textbook/instructional material evaluation committees formulate recommendations with respect to the subject areas and the materials under evaluation for possible adoption. The textbook/instructional material evaluation committee may recommend a single adoption for a subject or course or they may recommend delaying adoption, pending further study.

k. Recommendations from the textbook/instructional material evaluation committees are reviewed by the Director of Curriculum and Instruction and then forwarded to the Chief Academic Officer and the Superintendent. The Administration then submits recommendations to the Board for approval.

l. Written notice will be transmitted to schools to alert them of the Board approvals. The information will contain the materials approved by the Board, cost of materials, and directions on how to order and secure materials within a specific timeline.

10. Based upon the proposed timeline, textbook/instructional material evaluation committees would be appointed no later than February 2011. The committees will conduct the studies during the months of March, April, and May 2011 and submit a recommendation to the Superintendent in the beginning of May 2011. The Superintendent will submit recommendations to the Board of School Directors in May 2011.

11. Upon adoption, the district will begin the purchasing process, based upon the information communicated to schools by the Department of Curriculum and Instruction.

12. Professional Development training will be scheduled for the first semester of 2011-2012. Newly adopted texts through this review cycle are expected to be in the schools during the first semester of 2011-2012 for implementation in the 2011-2012 school year.

Fiscal Impact Statement

13. This item does not authorize expenditures for the purchase of textbook and instructional materials.

14. The Superintendent will submit a recommendation relative to the adoption of textbooks and instructional materials for the areas approved for review in May 2011. Recommendations for textbooks and instructional materials will be developed based on the amount approved in the FY12 adopted budget. At that time, the recommendation for the purchase of textbook and instructional materials will include the costs of the texts. Approximately $9 million would be needed for the purchase of textbook and instructional materials if all the recommendation for textbooks and instructional materials are approved. In FY10 MPS paid no shipping and handling for textbook/instructional materials orders.

15. The table below provides cost estimates.

2011-2021 Textbook/instructional material Adoption Data Collection Grid

Curricular Area participating in the 2010-2021 Textbook/instructional material Adoption Process:

Curricular Area for Adoption	Subject	Enrollment	Estimated Cost per Student	Estimated Total Cost
English Language Arts (HS)	English 9-12	19,856	175	3,474,800
	IB English A1 SL	343	130	44,590
	IB English A1 HL	343	130	44,590
	IB English A2	319	130	41,470
	AP Eng Lang & Comp	294	130	38,220
	AP Eng Lit & Comp	390	130	50,700
Science (HS)	Environmental Science	953	100	95,300
	Biology	5,539	80	443,120
	AP Biology	157	130	20,410
	IB Biology I & II	264	130	34,320
	AP Environmental Science	156	130	20,280
	IB Environmental Systems & Societies	108	130	14,040
World Languages (HS)	ESL World Languages	1,000	90	90,000
	Advanced Placement World Languages	294	130	38,220
	IB World Languages	294	130	38,220
Math (K-8)	Math	59,357	75	4,451,775
Totals				$8,940,055

Administration's Recommendation

The Administration recommends that the Board approve the subject areas listed below for evaluation of textbook and instructional materials:

High Schools

English 9 -12
International Baccalaureate (IB) English A1 SL
International Baccalaureate (IB) English A1 HL
International Baccalaureate (IB) English A2 (bilingual)
Advanced Placement (AP) English Language and Composition
Advanced Placement (AP) English Literature and Composition

Environmental Science (Gr. 9-12)

Biology (Gr. 9-12)
Advanced Placement (AP) Biology
International Baccalaureate (IB) Biology SL & HL
Advanced Placement (AP) Environmental Science
International Baccalaureate (IB) Environmental Systems and Societies

World Languages
English as a Second Language (ESL) World Languages
Advanced Placement (AP) World Languages
International Baccalaureate (IB) World Languages

K-8 Schools

Math (Gr. K-8)

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Monthly Report on Contracts under $25,000; and Acceptance of Donations

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5606 Contract with the Journal Print Group for Printing of 2011 *Winter Recreation Guide*

The Administration requests authorization to enter into a contract with the Journal Print Group, the low complying bidder, to provide printing of the 2011 *Winter Recreation Guide* for the MPS Recreation and Community Service Department. This publication is printed four times a year for the Recreation Department.

Budget: CSV00PRCRC EADV (Extension Fund — Advertising) $29,182
HUB % set 0%
HUB % proposed 0%
Total HUB $..... $0

B-5604 Contract with Hi-Liter Graphics, Inc., for Printing of 2011-12 *Directions*

The Administration requests authorization to enter into a contract with Hi-Liter Graphics, Inc., the low complying bidder, to provide printing of the 2011-12 *Directions* booklet for the MPS Public Affairs Department. This publication is printed every year to help parents choose schools for their children.

Budget: INF00MEDIC EDUP (Public Affairs — Duplicating)..... $27,307.98
HUB % set 0%
HUB % proposed 0%
Total HUB $..... $0

B-5599 Contract with INDI Enterprise, Inc., for Pipe-Insulation Materials

The Administration requests authorization to enter into a contract with INDI Enterprise, Inc., the low complying bidder, to provide pipe-insulation materials to all MPS schools and departments. These materials are requested by the Facilities and Maintenance Division.

This will be a blanket contract for three years. Purchases can be made as needed through November 18, 2013.

Budget Code: MTN00FSH11 ESUP (Supplies & Maintenance)..... $71,561.16
HUB % set 0%
HUB % proposed 0%
Total HUB $..... $0

B-5602 Contract with Hydro-Flo Products, Inc. and Mason Engineering Sales Co., Inc., for Boilers

The Administration requests authorization to enter into contracts with Hydro-Flo Products, Inc. and Mason Engineering Sales Co., Inc., the low complying bidders, to provide boilers at Cass Street School, Cooper School, and G.T. Jackson School. These items are requested by the Facilities and Maintenance Division for its boiler replacements for Fiscal Year 2011.

The estimate dollar value of this contract is $191,354.

Budget Codes:

Cass Street..... FAR 00 MMS CS ECNC HVA0 (ARRA — Contracted Services) $118,854

Cooperr..... FAR 00 MM2 CP ECNC HVA1 (Construction Fund — Contracted Services) $29,000

G.T.Jackson..... FAR 00 MMS 21 ECNC HVA0 (ARRA — Contracted Services) $43,500

HUB % set 0%
HUB % proposed 0%
Total HUB..... $0

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of September 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Adopted Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 951,215,457	$ 13,723,725	$ 964,939,182	$ 80,500,081	$ 82,561,616	$ 882,377,566	9%
Categorically Aided	278,518,084	21,023,615	299,541,699	18,012,678	18,012,678	281,529,021	6%
School Nutrition	38,413,300	801,790	39,215,090	3,946	40,187	39,174,903	0%
Construction	33,477,342	65,076,477	98,553,819	6,060	29,284	98,524,535	0%
Extension	14,255,240	2,506,324	16,761,564	479,631	748,248	16,013,316	4%
Total All Funds	$ 1,315,879,423	$ 103,131,931	$ 1,419,011,354	$ 99,002,396	$ 101,392,013	$ 1,317,619,341	7%

Below is a summary of expenditures as of September 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Adopted Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 952,680,258	$ 13,723,725	$ 966,403,983	73,167,705	279,639,900	$ 686,764,083	29%
Categorically Aided	278,518,084	21,023,615	299,541,699	15,834,683	85,105,861	214,435,838	28%
School Nutrition	38,413,300	801,790	39,215,090	3,585,702	5,877,555	33,337,535	15%
Construction	33,477,342	65,076,477	98,553,819	2,772,868	98,553,819	0	100%
Extension	14,255,240	2,506,324	16,761,564	1,049,805	4,777,884	11,983,680	29%
Total All Funds	$ 1,317,344,224	$ 103,131,931	$ 1,420,476,155	$ 96,410,763	$ 473,955,019	$ 946,521,136	33%

[1]Represent appropriations for purchases encumbered in fiscal year 2010.

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through September 30, 2010.

SCHOOL OPERATIONS FUND

Expenditures, encumbrances, and commitments through September totaled $279,639,900, or 29% of the revised budget.

DISTRICT CONTINGENT FUND

The balance at September 30, 2010, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 500,000
Approved Transfers:	
None	0
Balance — September 30, 2010	$ 500,000

CONSTRUCTION FUND

Expenditures, encumbrances, and commitments through September totaled $98,553,819, or 100% of the revised budget.

EXTENSION FUND

Expenditures, encumbrances, and commitments through September totaled $4,777,884, or 29% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average
As of September 30, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	9%	9%	29%	25%
Categorically Aided	6%	4%	28%	24%
School Nutrition	0%	1%	15%	9%
Construction	0%	1%	100%	101%
Extension	4%	2%	29%	26%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, attached to the minutes of your Committee's meeting is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Bradley Tech	Dorothy Fisher	$2,000.00	Manufacturing and construction supplies
Bradley Tech	Willie M. Sinclair, Jr.	$5,000.00	Instructional materials for construction
Bradley Tech	Jerry Turner	$3,000.00	Instructional materials for construction
Burroughs	Dr. Eugene P. Philipp	$100.00	Student attendance and academic achievement
Congress	Wells Fargo Community Support Program	$46.20	Educational matching-gift program
Fernwood Montessori	Dean Foods	$50.00	Educational materials
Fernwood Montessori	Kemps Nickels for Schools	$70.00	Educational materials
53rd Street	Arts at Large	$1,120.79	Media-Kit
53rd Street	Encouragement Ministries Bible Church	$250.00	School supplies
53rd Street	Vessel of Honor Church	$250.00	School supplies
Green Bay Avenue	Target	$95.92	Take Charge of Education
Greenfield	Target	$74.83	Take Charge of Education
Greenfield	Target	$42.48	Take Charge of Education

School	Donor	Amount	Gift or Purpose
Keefe Avenue	UW-Madison	$375.00	Literature award for participation in Arabian Night Novel
King, M.L.	Quad Graphics	$5,000.00	Eighth-grade trip
Kluge	Office Max	$1,015.36	School supplies
MacDowell Montessori – Adolescent Program	Violet K. De Wind	$1,000.00	Donation to MacDowell Debate Club
Maple Tree	Roundy's	$54.46	We Care Program
Maple Tree	Debra Jupka	$1,000.00	PBIS incentives
Maryland Avenue Montessori	Joann Eversole	$1,000.00	To support students on trip to Nature's Classroom
Morgandale	Title I School Program Team – WI Department of Public Instruction	$2,000.00	School of Recognition — 2010-11 — may be used for any school-related activity
Milwaukee Public Schools — Office of Family Services	Milwaukee Bucks	$126.00	Two Milwaukee Bucks Vouchers — Giveaways for families that attend parental involvement activities.
Milwaukee Public Schools — Office of Family Services	Comedy Sportz	$48.00	Four Comedy Sportz ticket vouchers — Giveaways for families that attend parental involvement activities.
Milwaukee Public Schools — Office of Family Services	Milwaukee Wave	$32.00	Two Milwaukee Wave ticket vouchers — Giveaways for families that attend parental involvement activities
Milwaukee Public Schools — Office of Family Services	Milwaukee Admirals	$64.00	Four Milwaukee Admiral ticket vouchers — Giveaways for families that attend parental involvement activities
Milwaukee Public Schools — Office of Family Services — Homeless Education Program	H.L. Palmer Masonic Angel Fund	Undetermined	500 hygiene kits and 100 hats and gloves for homeless students
Milwaukee Public Schools — Office of Family Services — Homeless Education Program	Sylvia Gould	Undetermined	School supplies for homeless students
Milwaukee Sign Language	Culver's	$150.00	Incentives for PBIS
Milwaukee Sign Language	Norma Cleary	$300.00	To assist children's programs
Neeskara	Michael Best & Friedrich, LLP	$500.00	Kindergarten classroom materials
Riley	Milwaukee Southwest Suburban Kiwanis Foundation, Inc.	$300.00	Classroom needs and field trips
Riverside	34 Ways to Assist, Inc.	$500.00	Gospel choir
Story	Holiday Heroes, LLC	$65.00	Transportation for a field trip on 11/15/2010
35th Street	AT&T	$68.00	Dictionaries (40)

Committee's Recommendation

Your Committee recommends that the Board authorize the purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Certificated Appointments; Action on Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Promotions	
2	Jeffery Hardy, Sr. Building Operations	School Engineer I $37,223.21/yr.	10-04-10
5	Teresa Kennon Finance/Payroll	Payroll Assistant II $39,251.67/yr.	11-01-10
5	Carrie Ludwig Building Operations	School Engineer I $42,312.66/yr.	10-04-10
2	Anthony Parker Audubon	Boiler Attendant Trainee $30,660.95/yr.	10-04-10
2	Sylvia Sonny Grand Avenue Complex	Boiler Attendant Trainee $30,660.95/yr.	10-04-10
		Changes in Status	
	Monica Dickerson[1] Safe Schools/Healthy Students	School Secretary I $34,965.38/yr.	11-15-10
	Toya Dixon[2] 81st	School Secretary I $22,493.73/yr.	10-25-10
	Denise Jones[3] Kluge	School Secretary I $12,624.00/yr.	11-29-10
	Tamara Mansarah[4] Forest Home	Handicapped Children's Assistant $16,015.77/yr.	10-06-10
	Theresa Thomas[5] Congress	Handicapped Children's Assistant $16,015.77/yr.	11-01-10

[1]From a 10-month position to a 12-month position
[2]From a 10-month part-time position to a 10-month position
[3]From a 10-month position to a 10-month part-time position
[4]From substitute to regular
[5]From General Educational Assistant

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r,a	Preston C. Bell Mathematics	BB	$54,031.00	11	10/22/2010

2,r,b	Keelar A. Byrdsong Elementary Education Grade 3	D	$69,717.00	16	10/19/2010
4,r	Maria Castaneda-Rodriguez Bilingual Education	B	$35,729.00	1	11/01/2010
4,r	Guerrero Duran Bilingual Education	B	$35,729.00	1	10/06/2010
5,r	Justin D. Engum Mathematics	B	$35,729.00	1	11/01/2010
5,r,a	Bryan Hansen Science	B	$37,314.00	2	11/01/2010
2,r	Valencia T. Helm Cross-Categorical Special Education	B	$35,729.00	1	10/25/2010
4,r	Sandy Inostrosa Bilingual Education	B	$35,729.00	1	10/26/2010
5,r,b	Rebecca Lehn-Hilliard Cross-Categorical Special Education	E	$64,824.00	12	10/18/2010
2,r,a	Carol Molex Special Education/EBD/MRP	B	$35,729.00	1	10/21/2010
1,r	Kim A. Novak Special Education/MRP	BB	$39,056.00	2	11/01/2010
5,r	Ann M. Pax Mathematics	BB	$39,056.00	2	10/13/2010
2,r,b	Frances M. Royster Kindergarten-K5	D	$58,550.00	10	10/27/2010

Correction from October 2010 Board Report

5,r	Mary E. Sheehan Montessori Gr 4-6	B	$35,729.00	0	09/15/2010

Action on Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Butchart, Andrea	Dover	November 15, 2010
Illness Leave, January 2011:		
Johnson-Holt, Cora	Whitman	October 1, 2010
Rondinelli, Cathy	Itinerant	September 2, 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Cori Bankenbush	Teacher	10/14/10
Nicholas Bertolas	Teacher	11/01/10
Melissa Braun	Teacher	11/19/10
Patricia Eggert	Teacher	07/12/10
Gregory Ergen	Teacher	11/01/10
Cynthia Grant	Principal	12/21/10
Lori Johnson	Teacher	10/08/10
Debra Kahn-Holland	Teacher	10/13/10
Andrea Kendall	Teacher	11/11/10
Jeannette Lopez	Teacher	10/21/10

Richard Ringhand	Teacher	12/08/10
Julie Rodriguez	Teacher	11/02/10
David Speaker	Teacher	12/22/10
Tara Weakly	Teacher	12/29/10
Kevin Wilde	Teacher	10/29/10
Sebastian Zizzo	Teacher	10/13/10

Revised from October, 2010 Board Report

Sigmund Eigner	Teacher	06/15/11

Classified Retirements

Name	Position	Effective Date
Larry Beckley	Stockroom Custodian	10-30-10
Barbara Doerner	School Secretary I	10-01-10
Paul Foti	School Engineer III	10-01-10
Mary Harrison	Para Educational Asst.	10-02-10
Rhonda Michalski	Food Service Asst.	10-23-10
David Patton	Truck Driver (Heavy)	10-30-10
Debra Snyder	School Secretary I	10-15-10
Ronald Vavrik	Director of Finance	01-12-11
Barbara Wallner	School Secretary I	10-27-10
Marcia Wheeler	Bldg. Service Helper II	10-09-10
Gerald White	Building Laborer	10-10-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for October 2010 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committees recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon approval by the Board:

5(r)	Jay Navone	Assistant Director Division of School Safety & Security	Schedule III, Range 09C $55,993
2(r)	Dalynn Brookshire Cain	District Curriculum Generalist, 10 M Curriculum & Instruction	Schedule III, Range 06C $61,566
2(r)	Marsha Kroeger	District Curriculum Generalist, 10 M Curriculum & Instruction	Schedule III, Range 06C $70,438

2(nr)	Michael Tucker	District Curriculum Generalist, 10 M Curriculum & Instruction	Schedule III, Range 06C $61,862
5(nr)	Megan Sommerhalder	Assistant Recreation Supervisor Recreation & Community Services	Schedule III, Range 04A $46,562

Codes:

1 Native American
2 African American
3 Asian/Oriental/Pacific Islander
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on Resolution 0910R-024 by Director Blewett To Develop Individual School Safety Plans

Background

At its meeting on October 22, 2009, the Board referred Resolution 0910R-024 by Director Blewett to the now defunct Committee on Safety and Climate:

WHEREAS, Any professional learning community must be a place in which students, families, staff, and other stakeholders feel secure and safe; and

WHEREAS, Local, state, and federal agencies are concerned about issues of safety and maintain that any amount of violence in or around schools is unacceptable; and

WHEREAS, Students, school families, school staff, business owners, community members, and other stakeholders strongly demand that MPS continue to make school safety a priority; and

WHEREAS, Milwaukee Public Schools strives to ensure that our schools are safe learning environments; and

WHEREAS, Safe schools create optimum learning environments, provide opportunities for student success, and offer a welcoming environment for parents and the community; and

WHEREAS, School safety continues to be one of the top concerns of parents, community members, law enforcement, and the District; now, therefore, be it

RESOLVED, That every school community be required to develop a school safety plan that is approved by the governance council and reported to the district Administration; and be it

FURTHER RESOLVED, That plans for school safety include violence prevention and anti-bullying measures, and be it

FURTHER RESOLVED, That the Administration develop a template for school communities and a process for developing school safety plans; and be it

FUIRTHER RESOLVED, That school safety plans be completed, approved, and implemented as soon as possible, but no later than the end of the 2009-2010 academic year; and be it

FURTHER RESOLVED, That the Administration revise the district's Comprehensive Safety Plan and amend the district's Strategic Plan to include and provide for individual school safety plans.

administration's Analysis

1. Emergency Operations Plans are due to the Division of School Safety each year by September 30 and are then are distributed to Milwaukee Fire and Police Departments.

2. Templates for emergency operations plans are available on the MPS portal for easy access and modification.

3. An individual school's Emergency Operation Plan is subject to modification due to changing situations, such as a chemical plant's closing or opening near the school. All schools are instructed to design, modify, or update their Emergency Operations Plans to address crises which they may encounter.

4. The Emergency Operation Plan is reviewed periodically — a minimum of once in a three-year period for updates. Beginning with the 2010-2011 school year, modifications were made to the Emergency Checklist to offer more direction at the onset of a crisis.

5. The Classroom Emergency Procedures Guide — Flip Chart was designed and distributed to all schools for all classrooms. This acts as another quick reference during the first steps of the onset of a crisis situation. The chart offers direction in various scenarios ranging from utility outage or failure to fire or gas leaks.

6. Safety plans are consistent with Homeland Security recommendations, as they pertain to protocols.

7. WI. State Law Act 309 also instructs schools to have safety plans in place. Act 309 provides some direction, but allows specifics to be implemented by the schools and school district. MPS is in compliance with Act 309 mandates.

8. Drills are run periodically throughout the school year. The MPS Safety Division offers assistance at drills to assess strengths and weaknesses.

9. The Division of School Safety provides training in the areas of:

a. crisis prevention and intervention pertaining to de-escalation of potentially violent situations in schools. Training is designed for staff in schools;

b. anti-bullying for students and staff. This is in conjunction with Violence Prevention Program; and

c. gang prevention for students, staff, and parents.

Strategic PLAN Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

11. This item is consistent with administrative policies and procedures and Act 309.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will continue its efforts relative to school safety plans.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0910R-024.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 5) Action on Resolution 1011R-020 by Director Bonds to Improve Transparency, Efficiency, and Accountability in MPS's Purchasing and Bidding Process

Background

At its meeting on October 26, 2010, the Board referred Resolution 1011R-020 by Director Bonds to the Committee on Accountability, Finance, and Personnel:

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, sections (3)(d)1.f., 2.d., 2.e., 3.d., 4.b., and 4.c. each contain provisions which require bids, contracts, and sole-source requests of $50,000 and above to be presented to the Board for approval and state that these purchase orders and contracts are not valid until they are approved by the Board; and

WHEREAS, On September 24, 2009, the Milwaukee Board of School Directors took action to:

1. limit the Superintendent's discretion to approve contracts to up to $25,000;

2. require a monthly report to the Board's Committee on Accountability, Finance and Personnel, to include the amount of the contracts, vendors, and the purpose of all contracts under $25,000;

3. forbid individual contracts from being combined to total more than $50,000; and

4. require contracts between $5,000 and $24,999 to go through an informal bidding process; and

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, section (2)(b), dictates, in part, that "Contracts may not be broken into or issued as smaller segments, projects, or purchases in order to avoid any requirement of this policy"; and

WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, section (2)(c), further states, "The Office of Finance and Operations may refuse payment for purchases or contracts made in violation of this policy. Violations must be explained in writing by the school or department responsible. In instances when the Office of Finance and Operations refuses payment from Board funds, the school or department in violation will be directed to make payment from funding sources identified by the superintendent"; and

WHEREAS, In his report to the Board at its September 30, 2010, meeting, the Chief Accountability and Efficiency Officer noted several issues relating to an evaluation of the MPS contracting process, including:

1. There is no central location for all contracts.

    a. All the different contracts or each year's revisions cannot be easily identified.

    b. Contracts are not in one location and are often difficult to find.

    c. There is a need to identify recurring vendors and additional opportunities to standardize contracts.

2. Contract follow-up is difficult and not always done.

    a. There is a need to see if initial RFP requirements (e.g., service expectations, diversity) were met.

    b. Contracts must be linked to original RFP/bid documents.

3. There is no standard contract processing and approval routing.

    a. There is a need to ensure that all contracts are properly routed to required departments, such as procurement and contract compliance, so that all contract criteria are incorporated into approvals.

    b. All contracts need to be routed through the contract specialist, who then needs a centralized location for questions and issues.

    c. There is a need to obtain contract approvals and retain comments to document-approval process.

4. costs-benefit analysis and service-level metrics must be incorporated into the contracting process ; now, therefore, be it

RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts must be identified by the vendor name and must include the financial terms and contractual term dates within the body of the document; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts that bind the District to an amount exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year shall be brought to the Board for approval and must be signed by the Board President for execution; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year shall be published on the Office of Accountability and Efficiency's website; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year, including facilities and maintenance contracts, be processed through the District's (IFAS) financial system ; and be it

FURTHER RESOLVED, That in order to ensure compliance and accountability, the Office of Accountability and Efficiency and the Office of Board Governance have direct and unlimited access to all district financial and other database systems and records, including those of the Department of Facilities & Maintenance Services; and be it

FURTHER RESOLVED, That disciplinary action, up to and including termination, shall be initiated against any staff member who knowingly chooses to act to subvert the above-mentioned process or who refuses to cooperate with any internal or external investigations into contract irregularities, fraud, or criminal behavior.

Administration's Analysis

1. The Administration, which concurs with many of the issues that Resolution 1011R-020 has identified, has been working independently to restructure and improve the contracting process.

2. The Administration is committed to strengthening contract policies, procedures, and compliance. The Administration's research on best contracting practices and its survey of the contracts within the District would suggest the most effective and efficient means to achieve this goal is the centralization of the contracting process and the concurrent limitation of the number of people who have the authority to enter into contracts on behalf of the District.

3. Such a complete restructuring of the contracting process requires a comprehensive approach in order to ensure that both the technological and human resources are in place and that there are no unintended consequences in the implementation of a vastly restructured process.

4. The District currently has a decentralized contracting model wherein all department heads or their designees and school principals may contract on behalf of the District. On the whole, these contracts are entered into IFAS directly by the end-user. Some exceptions to this are third-party administrator agreements (TPAs), third-party provider agreements, insurance policies and binders, hall rental agreements, field trip agreements, and banking agreements.

5. Property lease agreements (both as lessor and lessee) and contracts originating at the Division of Facilities and Maintenance (DFM) reside within the AiM system (the facilities-management system). Expenditures against DFM contracts are in IFAS.

6. Given the recent purchase of the new contract module, it may now be feasible to locate these contracts within IFAS, whereas in the past it had not been.

7. The Administration will continue to take all appropriate measures to bring MPS's contracting process within industry best practices and, in addition, to address the Resolution 1011R-020 in its entirety.

8. The Administration will continue the broader goal of strengthening contract policies and procedures through centralization of the contracting process and will bring comprehensive revisions to Administrative Policy 3.09 before the Committee on Legislation, Rules and Policies for consideration.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the *MPS Working Together, Achieving More* (WTAM) Strategic Plan

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM Applicable Measurable Objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

10. Adopting the resolution will require revision of Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that resolution be adopted with the following amendments:

RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts must be identified by the vendor name and must include the financial terms and contractual term dates within the body of the document; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts that bind the District to an amount exceeding ~~$25,000~~ $50,000 or contracts with vendors which would result in a cumulative total exceeding ~~$25,000~~ $50,000 in any given budget year shall be brought to the Board for approval and must be signed by the Board President for execution; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding ~~$25,000~~ $50,000 or contracts with vendors which would result in a cumulative total exceeding ~~$25,000~~ $50,000 in any given budget year shall be published on the Office of Accountability and Efficiency's website; and be it

FURTHER RESOLVED, That all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $25,000 or contracts with vendors which would result in a cumulative total exceeding $25,000 in any given budget year, including facilities and maintenance contracts, be processed through the District's (IFAS) financial system ; and be it

FURTHER RESOLVED, That in order to ensure compliance and accountability, the Office of Accountability and Efficiency and the Office of Board Governance have direct and unlimited, and uninterrupted access to all current and new district financial and other database systems ~~and records~~ on MPS's networks.~~, including, including those of the Department of Facilities & Maintenance Services~~ Current and future working papers on MPS's networks will be made available in a read-only format; and be it

FURTHER RESOLVED, That appropriate disciplinary action, up to and including termination, shall be initiated against any staff member who knowingly ~~chooses to act to subvert the above mentioned process~~ acts in violation of this policy or who refuses to cooperate with any internal or external investigations into ~~contract irregularities, fraud, or criminal behavior~~ alleged violations of this policy.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Monthly Report from and Possible Action on Recommendations of the Chief Accountability and Efficiency Officer Regarding the District's Title I Parental Involvement Activities

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Update on Current Projects — Grant monitoring: FY10 Title I Parental Involvement

1. On September 30, 2010, the Board of School Directors assigned responsibilities to the Office of Accountability and Efficiency (OAE) that included the "review of grants and recommendations for the reporting and management of grant funds, including all district requests for grants and all grant, endowment, and gift receipts to the district."

2. OAE is developing a systematic method for reviewing individual grants and is seeking efficiencies to enhance its ability to do so. The Division of Technology, for example, developed a financial report at OAE's request that simplifies the task of reviewing and analyzing district-wide expenditures of school-based grants.

3. OAE reviewed the Title I Parental Involvement grant and expenditures for FY10 for the following reasons:

a. Parental involvement is key to the academic success of students.

b. All MPS schools receive Title I Parental Involvement funding.

c. The grant budget total is relatively small — $686,119 for FY10 — and was a manageable size for a high-level review as OAE worked to develop a monitoring methodology.

4. For FY10, the district and its schools spent $515,927, or 75% of the funds allocated. Some $170,192, or 25% of funding, remained unspent.

5. Federal law requires school districts to reserve 1% of their Title I allocations for parental involvement activities. MPS, in an effort to ensure that parents are partners in the education of their children, requires schools to use 2% of Title I funds for parental involvement. The federal government also requires that 95% of the 1% be budgeted at the school level.

6. Parental involvement has a statutory definition under No Child Left Behind. Federal non-regulatory guidance provides a summary:

> The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving academic learning and other school activities, including ensuring that
>
> - parents play an integral role in assisting in their children's learning
> - parents are encouraged to be actively involved in their children's education at school;
> - parents are full partners in their children's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their children; and
> - other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).

7. The Office of Family Services holds monthly meetings for school parent coordinators. The meetings are held during the school day. In FY10, meeting attendance averaged about 41 coordinators, up from 20 to 30 in FY09. Attendance is continuing to increase in FY11.

8. Title I staff members provide information about allowable Title I expenditures to schools.

9. Schools outline their plans for their Title I parental involvement funding and other parental involvement activities in their school improvement plans.

10. Amounts dedicated to Title I parental involvement in MPS vary widely by school, because Title I allocations vary widely. Hamilton High School, for example, had a $12,788 Title I parental involvement budget in FY10, the highest in the district. On the other had, Whittier Elementary had a $203 Title I

parental involvement budget, the lowest among MPS schools, according to district financial records. The significant differences are due to the way in which the funds are distributed. By law, Title I is allocated by student poverty level as measured by the free- and reduced-price lunch rate.

a. Thirteen schools did not spend any of their Title I allocations. It is possible that schools funded Title I parental involvement activities out of other Title I school-based budgets. That would leave less in those budgets for other Title I activities.

b. Fifty-seven schools spent more than 99% of their allocations.

11. The MPS Office of Family Services (Title I) attributes some schools' failure to spend available parental involvement funding to a fear of spending the money improperly, a misunderstanding of eligible expenditures, and a lack of time for designated parent coordinators to develop and implement parental involvement activities.

12. The Office of Family Services (Title I) is aware of issues surrounding the failure of some schools to spend their parental involvement grant allocations and is preparing an action plan to address them. The office has designated two people to be more closely involved in school parental involvement efforts and to more closely monitor grant expenditures. The office also is planning to monitor school parental involvement expenditures on a regular basis to assist schools to appropriately spend funds designed to support improved student outcomes.

13. The district requires schools to submit parental involvement activity reports to the Office of Family Services. The logs include activity descriptions; activity dates; the number of hours the activity lasted; the number of parents involved; the number of staff involved; the total cost; the Title I cost; and the grade level affected. In FY10, 100 schools submitted activity logs.

14. The activity reports currently are paper-based, but the Division of Technology is developing an electronic format. The Office of Accountability and Efficiency and the Office of the Chief Academic Officer cooperated to ensure that information collected by the Office of Family Services now will continue to be collected when the new system is launched.

15. OAE examined Title I parental involvement expenditures from July 1, 2009, to June 30, 2010, as recorded in the MPS Spending website.

16. The nature of the spending varies from academic field trips to supplemental academic materials. The vast majority of expenditures appear reasonable. A few anomalies were noted and will be investigated further, with corrective steps taken if needed.

<u>Recommendations of the Office of Accountability and Efficiency</u>

The Office of Accountability and Efficiency recommends that:

1. the Administration explore making available to schools a variety of parental involvement "packages" that would make planning and executing parental involvement activities easier for parent coordinators. These packages would focus on topics of special interest to the district and schools, such as the Comprehensive Literacy Plan or math initiative. The packages could include parental curriculum, supplies, materials, and even an instructor. The schools would not be required to use them, but they would be available to the schools for free or for a charge;

2. the Administration develop a pre-approval procedure for schools planning to serve meals or food beyond light snacks. The process could include submission of the proposed agenda and a description of how the event supports the school improvement plan. Pre-approval would help reduce the risk that an expenditure will be deemed ineligible for reimbursement from Title I;

3. the Administration take steps to ensure that schools file the required parental activity logs and to ensure that parental activities are aligned with those included in school improvement plans; and

4. The Administration and OAE work together to establish a Title I parental involvement monitoring schedule and routine that will enable more timely identification of any spending that may be inappropriate under federal, state, or local r**u**les.

Director Blewett moved to receive the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Noes—None.

* * * * *

(Item 7) Action on Recommended Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 656 Contract with MJ Care for Occupational Therapist Services

The Administration seeks authorization to augment an existing contract with MJ Care by $56,000 to provide additional occupational therapy services to MPS schools.

The Board approved the existing contract on July 29, 2010. The contract, which is not to exceed $55,000, runs from June 1, 2010, through June 30, 2011. The two therapists provided through MJ Care have been filling in for two MPS employees on maternity leave. One staff member's unexpectedly decision not to return from leave has created a need for services from November through June. MPS has been unable to hire additional occupational therapists, although it continues to recruit to fill vacant MPS positions.

This requested augmentation of $56,000 will allow for the continued provision of mandated services such as therapy, evaluation, Individual Education Plan ("IEP") development, and all related reporting requirements to MPS students with IEPs who require occupational therapy.

Should MPS successfully recruit to fill this position, the services under this contract would be terminated.

Expenditures will be charged to the central account listed below.

Budget Code.....OTS-0-0-SES-DE-ECTS (Occupational Therapy — Contracted Services)
Budget Amount.....$56,000

HUB % set 5%
HUB % proposed..... 100%
Total HUB $.....$56,000

Student Engagement
Paid Student Employment Commitment.....0 hours
Career Education Commitment.....10 hours

RFP 597 After-the-Fact Contract with the Milwaukee Area Workforce Investment Board for Youth-Employment Services Related to the Futures First Initiative

At its regular September 2009 meeting, the Milwaukee Board of School Directors approved a contract with the Milwaukee Area Workforce Investment Board ("MAWIB") for youth-employment services in connection with the Futures First Initiative. The contract period was from September 1, 2009, through June 30, 2010, and the amount was for $781,925.

Through oversight on the part of both contracting parties, MAWIB continued to provide employment services to MPS students in July and August of 2010, after the contract term had expired. The value of the services performed is $126,764.

The Administration now requests the Board to authorize an after-the-fact contract so that MAWIB may be paid for services actually provided during July and August. The after-the-fact contract has the following benefits:

(1) it provides a vehicle for payment;

(2) it accurately documents history; and

(3) the contract terms may provide legal protection to MPS.

The source of the payment shall be the Future First grant.

Budget Code..... GSP-0-S-F11-IV-ECTS (Future First Grant — Contracted Services)

Budget Amount $126,764
HUB % set 10%
HUB % proposed 14%
Total HUB $.....$126,764

Student Engagement
Paid Student Employment Commitment.....0 hours
Career Education Commitment.....0 hours

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on a Proposed Sole-Source (Exception-to-Bid) Contract

Committee's Recommendation

Your Committee recommends that the Board approve the following exception-to-bid contract.

XXX After-the-Fact Contract with Educated Solutions Corp. to Provide One Day's Worth of Assistance in Bar-Coding the Literacy-Adoption Textbooks

In August 2010, the Administration entered into a contract for $728 with Educated Solutions Corp. to provide one day's worth of assistance in bar-coding the literacy adoption textbooks.

After the term of that contract had expired, a member of the Administration directed the contractor to continue providing services to ensure that all literacy materials were properly labeled and distributed to schools. To pay for these services, a request of $2,833.25 was submitted for payment on a direct pay. Payment was made. The vendor continued performing services, and there is a total of $20,161.50 due and owing.

The Administration now requests the Board to authorize an after-the-fact contract so that Educated Solutions may be paid for services actually provided during July through November. The after-the-fact contract has the following benefits:

(1) it provides a vehicle for payment;

(2) it accurately documents history; and

(3) the contract terms may provide legal protection to MPS.

The source of the payment shall be from the District's textbook account.

Budget Code.....GEN-0-0INV-DW-ECTS (Textbooks — Contracted Services)
Budget Amount.....$20,161.50
HUB % set.....N/A
HUB % proposed.....N/A
Total HUB $.....N/A

Student Engagement
Paid Student Employment Hourly Commitment.....N/A
Student Education Hourly Commitment.....N/A

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Action on a Request to Waive Administrative Policy 5.01(6)(a) and to Change the Name of Garden Homes Elementary School to Lloyd Barbee Montessori School

Background

1. Since the beginning of the 2010-11 school year, the Garden Homes Elementary School community has addressed a possible change in the school's name through a variety of activities, including a mailing to all Garden Homes families requesting their thoughts regarding this change.

2. The proposed names were brought to the staff via letter and discussed at staff meetings on September 15, 22, and 29 and October 21. The staff's discussion of the name change at these meetings led to a consensual decision to re-name the school Lloyd Barbee Montessori School.

3. The name change was also discussed at a meeting of the MPS Citywide Montessori Council on Wednesday, September 29, 2010. There was complete agreement that this was a positive move to re-name the school after Attorney Lloyd Barbee.

4. The neighborhood community meeting — United Garden Homes, took place at Garden Homes Elementary School in October. The name-change proposal was announced, discussed, and favorably approved.

5. At the October 22 School Governance Council meeting and Parent Teacher meeting, a discussion of the name change led to a consensual decision to re-name the school Lloyd Barbee Montessori School.

6. The school community has received permission from Attorney Barbee's daughter and son to rename the school after their father. This came in the form of an email to Board President Michael Bonds.

7. The Superintendent received a letter from the principal and school community, dated October 28, 2010, requesting that the proposed name change be brought before the Committee on Accountability, Finance, and Personnel and the full Board for approval during the November Board cycle.

Administration's Analysis

8. Administrative Policy 5.01, Facilities Development, section (6), Naming Schools, subsection (a), states:

> When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to the United States; and shall have made an outstanding contribution to the public welfare…

9. It is very fitting, given Attorney Barbee's many contributions to the community and to the state — and particularly his impact on K-12 education — that the school be named after him. Lloyd Barbee was a lawyer, legislator, and an effective voice for the NAACP who led the modern civil rights movement in Wisconsin for many years. He is considered Wisconsin's most influential figure in implementing the U.S. Supreme Court decision in *Brown v. Board of Education*. Attorney Barbee was a visionary and regularly took up causes that would not be confronted by society at large until years later.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools build business and community partnerships.

Statute, Administrative Policy or Board Rules Statement

11. As Attorney Barbee died in 2002, in order to rename the school after him, the Board will have to waive Administrative Policy 5.01, Facilities Development, section (6), Naming Schools, subsection (a), which states, "When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years…"

Fiscal Impact Statement

12. The projected cost of the signage will not exceed $5,000. Changing the name will be paid for from the school's minor building modifications fund, budget code MBM0ABDEGHEMMB.

Committee's Recommendations

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01, Facilities Development, section (6), Naming Schools, subsection (a), which states, in part, "When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years…"; and

2. approve the change in name of Garden Homes Elementary School to Lloyd Barbee Montessori School.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 10) Action on a Recommendation to Approve the Funding of a New Contract for AmeriCorps Service Learning Members — MPS Graduation Project

Background

1. The activities in the Milwaukee Graduation Project surround the development of service learning, an evidenced-based teaching and learning process, across all the targeted ninth-grade high-school students. Students who promote on time from ninth grade to tenth grade are more likely to graduate on time.

2. According to data compiled by the Dropout Prevention Network, 64 percent of all students say that service-learning would have a very big or a fairly big effect on keeping dropouts in school. 70% of Hispanic students and 74% of African American students agree.

3. Beginning with the 2011-2012 school year, the first group of ninth-graders will be required to take a half-credit of service learning as a graduation requirement. 2010-2011 will be a pilot year to work on a specific program for service leaning and work out any difficulties.

4. The Corporation for National and Community Service (CNCS) provides grant funding that engages AmeriCorps members to provide service learning within a community. Up to 20 AmeriCorps members will be working with teachers in 10 MPS high schools. The AmeriCorps members will be able to immerse themselves in service learning and offer ideas and suggestions to improve the program.

5. Service-learning students will use the nationally established IPARDC process for their project:

I = **I**nvestigate social issues (e.g., hunger and homelessness, global warming, poverty) while building their academic skills;

P = **P**lan and design strategies on addressing those issues and meet with the communities on which they intend to have an impact to see if their ideas are mutually beneficial;

A = **A**ct to address the issues and evaluate their learning and impact on the issues;

R = **R**eflect on their learning and impact throughout the process;

D = **D**emonstrate to a larger audience what they have accomplished, what they have learned, and what they would do differently the next time; and

C = **C**elebrate their successes.

Administration's Analysis

6. This item seeks authorization to enter into a contract in FY11 to provide up to 20 AmeriCorps members with healthcare benefits:

a. In order to implement the grant, the district is required to offer and provide healthcare benefits to each AmeriCorps member. There is a potential liability of $27,500 ($1,375 for each AmeriCorps member). The district needs to fund these costs as part of its commitment.

b. Healthcare for AmeriCorps members is required by the grant. CNCS has agreements for healthcare with two agencies, Aetna and The CorpsNetwork. Both have similar coverage. The grant requires the district to contract with one of these agencies. Aetna's rates have increased by $60/month per member over The CorpsNetwork. As the CorpsNetwork rates will not increase until June of 2011, the Administration has opted to offer the CorpsNetwork insurance plan to Corp members.

Strategic Plan Compatibility Statement

7. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

Statute, Administrative Policy or Board Rules Statement

8. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

9. This item authorizes expenditures of $27,500 from American Reinvestment and Recovery Act (ARRA) Title I-A funding. Funds are budgeted as follows:

GEN-0-S-SZ1-DW-ECTS $27,500
Total.....$27,500

Implementation and Assessment Plan

10. The MPS Graduation Project's director, Brett Fuller — Curriculum Specialist for Health, Physical Education, Safe and Drug Free Schools — or his designee will monitor compliance with the contracts and will manage the reimbursements of monthly expenditures. Daily attendance and overall performance of the AmeriCorps members will be monitored by school site supervisors and the MPS Service Learning Coordinator.

11. Online performance reporting will be submitted as required by CNCS.

12. CNCS requires the use of national service-learning performance measures as indicators for success of the MPS Graduation project in FY11. The anticipated targeted schools have 2,246 freshmen (9th-graders). All three performance measures below will reach a minimum of 80% of the 9th-graders (1,797).

a. Number of students who start in an AmeriCorps Education Program.

b. Number of students who complete participation in an AmeriCorps education program.

c. Number of youth who have improved their attendance over the course of the AmeriCorps program's involvement with the students.

Committee's Recommendations

Your Committee recommends that the Board authorize the Administration to enter into the contract, as attached to the minutes of your Committee's meeting, with the Corporation for National and Community Service (CNCS) in the amount of $27,500.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 11) Action on a Request to Change the Name of the Custer High School Building to The Milwaukee Campus for Technology, Trades, and Media

Background

1. In June 2010, the Milwaukee Board of School Directors approved the phasing out of Custer High School during the 2010-11 school year, with students in grades 10 through 12 to be allowed to remain at the school, and the restart of the school to take place in fall 2011.

Administration's Analysis

2. In following the Board's action, the Administration has been carrying out plans for developing and implementing two schools for the Custer building, each with a different educational focus: As part of the planning process, one school will be an instrumentality charter school with an educational focus on career and technical education (CTE). The other school will be a non-instrumentality charter school, with an educational focus on media and communications.

3. In order to prepare for the transition to the new schools that will occupy the Custer campus starting with the 2011-12 school year, the Administration is requesting that the Board change the name of the current Custer High School building to Milwaukee Campus for Technology, Trades, and Media.

4. For the purposes of providing students and families adequate time and information relative to making decisions and choices for 2011-12 high-school enrollment, the two proposed schools that will be

housed within the Milwaukee Campus for Technology, Trades, and Media will be included in the *Directions* booklet under the following names: School of Career and Technical Education (pending the Board's approval of the charter contract) and School of Media and Communications (pending the Board's approval of the charter contract). It is understood that the school communities associated with the two schools may engage in a process to formally name the schools at some point.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Board Policy or Rules Statement

6. The recommendation is consistent with Administrative Policy 5.01(6), Facilities Development.

Fiscal Impact Statement

7. The projected cost of the signage will not exceed $5,000. Changing the name will be paid for from the school's minor building modifications fund.

Committee's Recommendation

Your Committee recommends that the Board approve the name change of the Custer High School building to Milwaukee Campus for Technology, Trades, and Media.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Parental Involvement Activities

1. October 7, 2010

a. District Advisory Council (DAC) Executive Committee Meeting with Dr. Thornton

The DAC Executive Committee meets with the Superintendent every other month to give updates on the activities and goals of the DAC. During this particular meeting, the DAC presented to Dr. Thornton its goals for the 2010-2011 school year. Six DAC executive members and the MPS Parent Involvement Coordinator were present.

b. District Advisory Council (DAC) School Delegate Meeting

The DAC conducted its monthly meeting. The presentation for the October 2010 meeting was parents' rights and responsibilities. Sixty-nine participants, representing 48 schools, were in attendance.

2. October 14, 2010

District Advisory Council Executive Committee

The DAC Executive Committee held its monthly meeting, which focused on reflections from the October DAC delegate meeting, devising the November DAC delegate meeting agenda, committee updates, and the 2010-2011 goals for the DAC. The DAC will focus its attention on the following goals:

(1) increasing the number of parents who read to their children;

(2) increasing the amount of time that pre-teen and teenagers read to their children;

(3) increasing the attendance at the District's Parent Resource Centers; and

(4) developing a parent report card.

There were nine DAC executive members present and two MPS staff.

3. October 16, 2010

Parent Orientation and Training (District's Annual Parent Meeting)

The District held its annual parent meeting at Central Services. The topics presented during the meeting were positive behavioral interventions and supports (PBIS), the Comprehensive Literacy Plan, parents' right to know, and Title I, Section 1118, parental involvement. There were 60 adult participants in attendance.

* * * * *

(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. A focus group consisting of the Head Start Coordinator, Education Manager, and Head Start teachers participated in a Houghton Mifflin Harcourt implementation- planning meeting on November 1 and 10. This focus group met to discuss and establish alignment of both HMH PreK and the DLM curricula used in K4 Head Start classrooms.

2. The Head Start Coordinator participated in a Department of Curriculum and Instruction staff meeting on November 2. This meeting focused on data and department goals.

3. The ERSEA/FPA staff meetings were conducted on November 3 and 17. The meetings focused on parental involvement, health compliance, enrollment, and student attendance.

4. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on November 4. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

5. The Head Start Education Manager participated in CLASS recertification training on November 8 through 11.

6. The Head Start Coordinator participated in a Local 1616 contract bargaining session on November 9.

7. The Head Start Coordinator participated in a Division of Early Childhood planning meeting on November 9 and 10. The meetings focused on updating the district's class-size policy and establishing policy regarding early childhood retention.

8. The Head Start Coordinator participated in district-wide assessment committee meetings on November 10 and 24. The meetings focused on the district's alignment of assessments and report cards.

9. The Head Start Coordinator participated in a planning meeting on November 10 with district administration to explore possible work with DLM.

10. The Head Start Coordinator participated in a Core Health Services meeting held on November 16. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

11. Management meetings were held on November 11, 18, and 25. The meetings focused on program updates and planning.

12. Head Start teachers and educational assistants participated in cohort training on November 16, focusing on how to have an engaging dramatic play area. This training provides participants with a variety of instructional strategies and guidance for organizing materials for early childhood students. This training was collaborative with HighScope and SAGE programs.

13. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on November 17. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

14. The Head Start Coordinator participated in a Step Up Milwaukee meeting on November 19. The purpose of the meeting was to plan service-support for community members.

15. Head Start teachers and educational assistants participated in cohort trainings on November 23. The training focused on how to have and engaging literacy area and provided participates with a variety of literacy instructional strategies and materials for early childhood students. This training was collaborative with HighScope and SAGE programs.

16. The next Policy Council Meeting will be at 12:00 noon on Saturday, December 4, 2010, at Central Services in room 206/208.

Parental Involvement

17. November 10, 17, and 24 — Family Nutrition Education Series: Nutrition Technician and Forest Home Family Partnership Associate collaborated with Nutrition Educator from University of Wisconsin Milwaukee to present a six-week series of classes related to shopping for food on a budget, preparing nutritious meals, and living a healthful lifestyle.

18. Twenty-two parents attended the Policy Council meeting held on Saturday, November 6, 2010, at Walker's Point Health Clinic. The meeting focused on the roles and responsibilities of the Head Start Policy Council representatives.

19. Parent Center meetings were held at each Head Start site. The topic of the November meetings was Head Start curricula.

20. There was a Head Start Family Curricula Night held on November 10. This event focused on the curricula used in Head Start classrooms.

21. A Health Check and Dental Day was held at Walker's Point Community Clinic for Milwaukee Public Schools Head Start children. Community healthcare volunteers provided services that included dental exams, health exams, and blood testing for lead poisoning and anemia. Students from Marquette University's Department of Foreign Languages provided medical translation services. Two hundred eight families attended this event.

Services Provided

22. Informal Site Visits: Hopkins, Longfellow

23. Formal Site Visits: Congress, Wheatley, Alba, Dover and Green Bay

24. The Education Manager led a classroom walkthrough with the principal at Maple Tree. The purpose of the walkthrough was to identify best practices and expectations in Head Start classrooms.

25. Aurora Family Services donated Thanksgiving meals to 30 Head Start parents.

26. Health screenings were conducted at Head Start sites for newly admitted students.

27. On-site dental days were held at Gwen T. Jackson, Mitchell, Westside Academy, and Auer Avenue to provide Head Start children with an additional opportunity to receive free dental exams and fluoride varnish applications. These services are provided voluntarily by dental professionals.

Enrollment

28. There were 1,055 students enrolled in the Milwaukee Public Schools Head Start Program as of November 8 for the 2010-2011 school year.

29. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program as of November 8 for the Expansion Program for the 2010-2011 school year.

* * * * *

(Item 3) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

- Stan Johnson, the new MTEA Executive Director, was welcomed to the MPA. Mr. Johnson is a past president of WEAC.
- MPA Executive Partners met on November 9.
- The Teacher & Principal Quality Work Group has continued to work on the cooperating teachers/placement of student teachers handbook.
- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
    - Through the MMP, UWM is offering a free three-credit course, "Teacher Leadership in Mathematics," for teachers in the Milwaukee Public Schools. The goal of the course is to support teachers in the development of leadership skills focused on effective teaching, learning, and assessment of mathematics. Expectations include: (1) learning skills that support collaborative conversations in mathematics, teaching, learning, and assessment strategies to impact classroom practice, and (2) developing an understanding of the components of effective leadership in mathematics teaching and learning.
    - Math Alliance Project sessions took place on November 2, 16, and 30. Students working on the Graduate Project also had a session on November 23. The Graduate Project activities include:
        - Study and participate in discussion of the book, Classroom discussions: Using math talk to help students learn.
        - Read, write a written review, and lead a group discussion on two related journal articles.
        - Construct three lesson plans to implement discussion strategies.
        - Conduct the lessons and videotape them.
        - Share a segment of a lesson on tape with a peer in the graduate group using the discussion guide.
        - Share what was learned from the teaching and peer discussion.
        - Write a reflection on the three lessons conducted.
        - Share your work for the project in the larger group.

- A special informational session for 1st and 2nd Year Math Teacher Leaders (MTLs) took place on October 5. The session included an overview of the major sessions at each MTL meeting, open Q&A time, and information about the Math Knowledge for Teaching (MKT) assessment. First year MTLs took the assessment later in October.
- The leadership focus for MTL meetings in 2010-2011 is:
  - To support MTLs as they work with colleagues to ensure high expectations and equitable and meaningful mathematics for all students.
  - To develop and strengthen the MTLs' ability to serve in a coaching capacity.
  - To strengthen the MTLs' understanding of the change process in order to move the school toward increased student achievement in mathematics.
- The content focus for MTL meetings in 2010-2011 is the Standards for CCSS Mathematical Practices: Exploring the CCSS Mathematical Practices using examples from the following Content domains:
  - K-6 Number Operations and Algebra Standards.
  - 7-10 Measurement, Expressions and Equations.
- The content goals for MTL meetings in 2010-2011 are:
  - To deepen understanding of the CCSS Mathematical Practices.
  - To develop an understanding of the connections between the Mathematical Practices and MPS Comprehensive Literacy Plan.
  - To deepen mathematical content knowledge by exploring the Number Operations and Algebra Content Standards as found in the CCSS.
  - To provide a structure MTLs can use to increase the knowledge and understanding of classroom teachers around the CCSS Mathematical Practices as they relate to specific content standards.
- Information, activities and discussion from the October Math Teacher Leader meetings included:
  - Content — Focused on learning to implement the third Standard for Mathematical Practice (Construct viable arguments and critique the reasoning of others) within a chosen Content Standard and learning to strengthen understanding of division as an unknown factor problem when applied to zero and one.
    - Identification of key ideas that help to define this Practice.
    - What teachers need to plan and do to implement this Practice.
    - Use of the Frayer model.
    - Venn Diagram and discussion of the connections between the Literacy Standards and Mathematical Practice Standard #3.
    - Mathematical problem-solving and sharing of reasoning based in context and also based in mathematics.
    - Reflection and discussion on taking what was learned back to the school and how it might look.
  - Leadership — Focused on learning coaching skills in order to increase teachers' expertise in planning, reflecting on practice, and instructional decision-making and learning to be aware of our leadership responsibility as it connects to the Equity Principle, which is to ensure high expectations and access to meaningful mathematics learning for every student.

- Why and when to consult, collaborate and coach.
- Blocks to Understanding — personal reference, personal curiosity and personal certainty.
- The three types of paraphrasing — acknowledging and clarifying, summarizing and organizing, and shifting levels of abstraction.
- Questioning:
  - > Open Thinking (Inquiry) and reflection on ways to assess students on their understanding of the concepts and terms.
  - > Focused Thinking (Probing) and self-reflection about how assessment practices assist in meeting the diverse needs of students.
- Small group brainstorming of inequities witnessed specific to the teaching of mathematics.
- Reflection on how to address issues of equity in learning focused conversations.
- Preparation for a learning focused conversation with a teacher.

— Assessment — Focused on learning to understand how to use classroom discourse to help students articulate mathematical ideas and learning to identify the support needed to implement discourse in every classroom.

- Principles of Formative Assessment and their alignment to the Learning Team Continuum of Work for Mathematics.
- Lesson planning with Formative Assessment Principles.
- Discourse in the mathematics classroom and connecting it to assessment.
  - > Tools of Classroom Talk.
  - > Productive Talk Moves—revoicing, repeating, reasoning, adding on and waiting.
  - > Productive Talk Formats—whole-class discussion, small-group discussion and partner talk.
  - > Reflection on how to make discourse become part of the school's culture.

— Incorporating research-based literacy strategies into the mathematics classroom.

- Pre-reading Strategy: Book Walk and Talk.
- Comprehension and Collaboration: Partner Talk.
- Frayer Model and Venn Diagram (graphic organizers to promote vocabulary understanding).

— TUDA/NAEP data and classroom implications.

— Region group time.

o MTL meetings for November are taking place November 9 and 11.

- NEA Foundation Grant Update:
  - o Written notification has been received concerning the sixth and final-year funding in the amount of $532,333 from the NEA Foundation for the grant to close the achievement gaps in MPS.
  - o The new MTEA Executive Director, Stan Johnson, was welcomed.

- Harriet Sanford, President and CEO, and Rudy Careaga, Assistant Director of Programs, for the NEA Foundation came to Milwaukee on October 21st for a site visit to meet the newest members of the grant's Steering Team — Stan Johnson, the new MTEA Executive Director, and Dr. Gregory Thornton, the new MPS Superintendent.
- Save-the-Date flyers are being distributed for the 3rd Annual Conference of the Greater Milwaukee Action Research Consortium to be held on April 9, 2011.
- The grant sponsored two Action Research Fellows to audit a National Board Certification course.
- Dr. Christine Anderson, the principal investigator for the grant, has agreed to serve as a member of the external review panel to score applications as part of the evaluation process to select winners for the NEA Foundation's Challenge to Innovate (C2i).

- MPS is conducting the annual district-wide School Climate Survey to gather input from its parents, students and school staff regarding teaching, learning and working environment of schools. Survey questions measure four key areas: (1) Environment, (2) Academic Rigor, (3) Safety/Discipline, and (4) Governance and Shared Decision-Making. Results help guide district efforts to improve the climate for teaching and learning in the schools, and the opinions gathered by the survey are used by individual schools for school improvement planning. The survey can be completed online through December 21st. For parents, there are also hard copies available at each school in English, Spanish and Hmong.
- The UWM School of Education's Annual Breakfast Series began on October 15th. The keynote address was "The School Discipline Net Framework: What it is and how it contributes to school leadership." The series is designed to bring new and engaging ideas to current issues confronting school administrators and leaders.
- The Marquette University College of Engineering, along with the Engineers and Scientists of Milwaukee, hosted the 7th Annual sySTEMnow Conference on October 19th. "The term "sySTEM" is an acronym for Strengthening Youth in Science, Technology, Engineering and Mathematics. This conference is Wisconsin's top forum for developing, promoting and implementing partnerships between K-16 educators, business/industry leaders, community and philanthropic organizations, economic and workforce development agencies, public policy makers and anyone concerned about this region's future. Conference highlights included nationally prominent keynote speakers, best practitioners in STEM outreach, six breakout sessions, demonstrations by Generation STEM students, networking and presentation of Excellence in STEM Awards.

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Monthly Report of the President of the Milwaukee Board of School Directors

During the month of November, the Board's President:

- met with various members of the Milwaukee Board of School Directors regarding MPS issues;
- met with Dr. Thornton, MPS Superintendent, on various MPS issues;
- met with several individuals who expressed interest in opening MPS charter schools;
- met with numerous individuals regarding the future of the Milwaukee Partnership Academy (MPA;

- met with other elected officials regarding MPS issues; and
- received 2010 Founder's Award from the Milwaukee Affiliate of the Black Child Development Institute Inc.

* * * * *

The Board adjourned at 7:28 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 2, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:33 PM.

Present—Directors Blewett (6:51 PM), Falk, Miller (6:37 PM), Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

November 24, 2010

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, December 2, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering the following items of business:

1. Action on Ratification of the Contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association (Teacher Contract) and on the Award of Related Vendor Contracts
2. Action on Proposed Benefit Changes for Cabinet-level, ASC-exempt, and Management-level Employees in the Office of Board Governance
3. Action on Proposed Performance-evaluation Criteria for the Superintendent of Schools

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on Ratification of the Contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association (Teacher Contract) and on the Award of Related Vendor Contracts

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining unit:

MTEA (Teachers) —
Four-year contract (July 1, 2009, through June 30, 2013)

It is the recommendation of the Superintendent that the Board:

1. approve and adopt the above contract as summarized below; and

2. authorize the Administration to enter into contracts with UnitedHealthcare for the administration of the PPO/Indemnity Health Plan and with Medco for the administration of the pharmacy benefit for the EPO Health Plan for a three-year period to commence no sooner than April 1, 2011, as summarized below.

Sincerely,

Gregory E. Thornton Ed.D.
Superintendent of Schools

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and
the Milwaukee Teachers' Education Association (Teachers)
July 1, 2009, through June 30, 2013

1. Four-year contract (July 1, 2009, through June 30, 2013)
2. Modification of health insurance plans to include design changes and state-mandated items such as, but not limited to:
   - change in third-party administrator for PPO Indemnity Plan to UnitedHealthcare
   - increase in employees' deductible and co-insurance for out-of-network usage under the PPO plan
   - contribution toward cost of premium
   - establishment of three-tier drug model for both PPO and EPO plans
   - implementation of EPO deductible
   - addition of domestic partners and domestic partners' dependent children to coverage under health plans.
3. Reallocation of use of banking-time days to allow for full-day professional development
4. Modification of incompatibility transfer process, including limit on number of transfers
5. Increase in H&PM incentive payment for employee participation
6. Establishment of a Professional Development Committee to gather and develop recommendations for inservice training
7. Establishment of health labor-management committee
8. Salaries:
   7/01/09 .....00%
   7/01/10 .....3.00% (two lump-sum payments non-base building)
   7/01/11 .....2.50%
   7/01/12 .....3.00%

A complete package, including all tentative agreements, is available upon request.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 2) Action on Proposed Benefit Changes for Cabinet-level, ASC-exempt, and Management-level Employees in the Office of Board Governance

Office of
the Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors (Board) and the Milwaukee Teachers Education Association (Teacher Contract) that include a change in the third-party administrator for the MPS PPO/Indemnity Health Plan, with an effective date no sooner than April 1, 2011, in addition to other health-benefit changes.

It is the recommendation of the Superintendent that the Board approve and adopt the Highlights of Benefit Changes document below, which summarizes the proposed benefit changes to be extended to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including management staff in the Office of Board Governance and cabinet-level personnel.

Sincerely,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Highlights of Health Plan Benefit Changes
for All ASC-exempt Certificated and Classified Personnel,
Including Management Staff in the Office of Board Governance
and Cabinet-level Personnel

December 2, 2010

1. PPO/Indemnity Health Plan changes effective no sooner than April 1, 2011:
   - Change of third-party administrator for PPO Indemnity Plan to UnitedHealthcare
   - Increase in employees' annual deductibles and co-insurance for out-of-network usage.
2. EPO Health Plan changes effective no sooner than April 1, 2011:
   - Implementation of an upfront annual deductible
   - Change in third-party administrator for the pharmacy benefit (retail and mail order) to Medco.
3. Modification of drug benefit to reflect new three-tier formulary design for retail and mail-order prescription-drug benefit for the PPO/Indemnity Health Plan and EPO Health Plan no sooner than April 1, 2011.
4. Employee Premium Contribution (before tax) effective August 1, 2011, for all ASC-exempt personnel, including management staff in the Office of Board Governance.
   - PPO/Indemnity Health Plan ..... 5.0% of premium
   - EPO Health Plan ..... 2.5% of premium

   Note: No changes are proposed to the current 5.0% employee premium contribution (before tax) for cabinet-level personnel.
5. Modify incentives for the Health and Productivity Management Program, effective with the 2011 plan-year, to increase participation.
6. Implementation of domestic partner benefits for same- or opposite-sex partners and dependents for active health and dental benefits, effective November 1, 2011, once sufficient district-wide complement becomes eligible.

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 3) Action on Proposed Performance-evaluation Criteria for the Superintendent of Schools

Background

1. In accordance with the terms and conditions of his employment agreement with the Milwaukee Board of School Directors, Dr. Gregory E. Thornton, Superintendent of Schools, has submitted his proposed goals (outcome and process) and evaluation form to be considered for the Board's use in evaluating his performance in the 2010-11 school year.

2. The following document includes the following overall goal areas, which are consistent with Dr. Thornton's approach to increasing student achievement:

- student achievement
- effective and efficient operations
- family and community engagement.

3. The evaluation format was adapted from information contained in the *Superintendent Evaluation Handbook* by Michael DiPaola and James Stronge, leaders in the field of the evaluation of superintendents.

Superintendent Annual Performance Goals

Superintendent _____ Evaluator _____

Academic/Fiscal year _____ School District _____

Goal/Objective Student Achievement								
	Superintendent's Assessment					Strategic Plan Alignment	Board Assessment	
Indicators of Success	Achieved	Partially Achieved	Not Achieved	Agree	Disagree		Evidence/Comments	
1. Increase student attendance across all grades district-wide by 2 percentage points. (OUTCOME MEASURE)						G5		
2. Increase student achievement as evidenced by 75% of schools meeting their MAP growth targets in both reading and math. (OUTCOME MEASURE)						G1		
3. Implement the Comprehensive Literacy Plan and common textbook series with a focus on improving core instructional practices. (PROCESS GOAL)						G1		

4. Develop a Comprehensive Mathematics Plan in collaboration with community partners (STEM). (PROCESS GOAL).						G1	
5. Decrease the suspension rate by 10%. (OUTCOME MEASURE)						G5	

Superintendent Annual Performance Goals

Superintendent _____ Evaluator _____

Academic/Fiscal year _____ School District _____

Goal/Objective Effective & Efficient Operations								
	Superintendent's Assessment						Board Assessment	
Indicators of Success	Achieved	Partially Achieved	Not Achieved	Agree	Disagree	Strategic Plan Alignment	Evidence/Comments	
1. Bring Board recommendations to reduce overhead relative to real estate to support improved student outcomes. (PROCESS GOAL)						G1, 6, 7		
2. Bring Board recommendations to reduce overhead relative to transportation to support improved student outcomes. (PROCESS GOAL)						G1, 6, 7		
3. Bring Board recommendations to reduce long-range costs relative to food service to support improved student outcomes. (PROCESS GOAL)						G1, 6, 7		
4. Identify a process-improvement model (e.g., Six Sigma, Baldrige) for implementation in MPS. (PROCESS GOAL)						G3		
5. Reduce excess capacity by 5 sites. (OUTCOME MEASURE)						G6		
6. Bring forward to the Board a recommendation for the restructuring of the contracting process to ensure greater transparency, accountability, and efficiency. The recommendation will compare MPS's contracting process with best industry practices.(PROCESS GOAL)						G6		

Superintendent Annual Performance Goals

Superintendent _____ Evaluator _____

Academic/Fiscal year _____ School District _____

Goal/Objective	Family and Community Engagement						
	Superintendent's Assessment						Board Assessment
Indicators of Success	Achieved	Partially Achieved	Not Achieved	Agree	Disagree	Strategic Plan Alignment	Evidence/Comments
1. Redesign district Parent Centers to focus on educational opportunities and other needs of families in the district. (PROCESS GOAL)						G5	
2. Develop a plan for College Access Centers throughout the city. (PROCESS GOAL)						G1, 5	
3. Complete a comprehensive plan to engage families and the community in Milwaukee Public Schools.(PROCESS GOAL)						G5	
4. Attract petitions for non-instrumentality charter schools, with the intent of increasing student enrollment. (PROCESS GOAL)						G5	
5. Increase the retention of K4 students to K5 from 88% to 90%. (OUTCOME MEASURE)						G5	
6. Attract and increase philanthropic support in MPS by securing 3 additional grant awards from philanthropic organizations or partnerships during the 2010-11 school year. (OUTCOME MEASURE)						G8	

* * * * *

Director Falk moved to approve the Superintendent's recommendation as printed, including grant monitoring and grant compliance in Item #6: Effective and Efficient Operations.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board recessed from 8:15 to 8:20 PM.

The Board adjourned at 8:30 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 16, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (6:36 PM), Falk, Miller, Petersons, Spence (6:37 PM), Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence to commemorate the passing of three Milwaukee Public Schools students:

- Cassius Clack, a 7-year-old student at Clarke Street School, who was struck and killed by a bus on December 1, 2010;
- Davit Burton, a 15- year-old student at Lad Lake Synergy, who died from stab wounds on November 24, 2010; and
- Jonoshia Alexander, a 17-year-old student at Bay View High School, who was shot and killed on December 15, 2010.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

DAVID MIGEL LERMAN
Milwaukee County Assistant District Attorney

DAVID LERMAN — one of our own proud MPS graduates of Riverside High School — has committed his professional life to changing the way in which the criminal justice system relates to the community it serves. We now honor David Lerman for bringing his passion for restorative justice to the Milwaukee Public School system during the last five years.

For the past three years, the Milwaukee Public School's Safe Schools/Healthy Students federal grant initiative has benefited from the vision and leadership of Milwaukee County Assistant District Attorney David Lerman; however, David has been a part of the MPS family for a very long time.

Since 1988, David Lerman has served Milwaukee as an Assistant District Attorney. As a prosecutor, David incorporated his vision for a more just, compassionate, and responsive public safety system into his work. Milwaukee County District Attorney John Chisholm has stated that David always believed in the fundamental principle that crime harms not just the individual, but the community as a whole, and that the best response to crime is to focus on repairing the harm and restoring the individual and the community to a healthy balance.

In May of 2000, David Lerman inaugurated and directed the Community Conferencing Program (CCP), the first restorative justice initiative of its kind in Milwaukee's criminal justice system. Without so much as a roadmap to guide him, David was a true pioneer for this cause. Indeed, through David Lerman's efforts, the Milwaukee County District Attorney's office was one of the first urban prosecution offices in the nation to lead a dedicated restorative justice project.

In his article in the *Fordham Urban Law Journal* (2000), David Lerman advocated for alternatives to the punitive disciplinary actions traditionally associated with the criminal justice system. David never wavered in his vision that restorative justice principles could have a transformative impact on both institutions and individuals.

Fueled by a desire to provide a safe place for victims and offenders to begin healing and repairing harm caused by crime, David continues to introduce restorative justice locally, statewide, and nationally. He trains many community members, including many from our own MPS family.

With renewed energy and vigor, as well as a thriving partnership with the Milwaukee Board of School Directors and the Safe Schools/ Healthy Students federal grant initiative, David implemented "Peace Circles" in several schools, where young people learned restorative justice strategies to solve interpersonal conflicts and prevent future violence. Through the efforts of David Lerman — as well as many partners within MPS and the greater community — many MPS staff have received training in restorative justice. But most important to David, thousands of *students* have been trained. Those students are now empowered to lead their schools and communities towards increased safety.

As said best by E. Michael McCann, former Milwaukee County District Attorney for 38 years:

> The community owes a debt of gratitude to this intelligent, compassionate, persuasive lawyer who, at first working almost alone, brought new practices, which have so substantially improved criminal justice in Milwaukee.

As a voyager in unchartered waters, a pioneer in a new country, and an architect for buildings yet to be conceived, it would be fair to say that David Lerman opened some of the first *windows* to restorative justice in Milwaukee; however, within MPS, David's perseverance has paid off. Many more *doors* have been opened. MPS now enjoys an army of restorative practices advocates.

Assistant District Attorney David Lerman truly is the father of restorative justice in Milwaukee.

The Milwaukee Board of School Directors and the entire school community recognize David Lerman for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Other Awards and Commendations

STAFF

Gloria Gonzalez, Bilingual Community Liaison, was named the Hispanic Woman of the Year by UMOS, the United Migrant Opportunity Services of Wisconsin, an agency that provides services and outreach programs to Hispanic migrant families. She was honored at an event at the Italian Community Center on Saturday, October 30. She was chosen from a large group of candidates primarily because of her commitment to the Hispanic community and her participation in multiple associations and agencies aimed to improve the lives of Latino families in the area.

The UMOS Hispanic Awards Banquet is an annual event honoring the contributions of Hispanics to their communities. Nominations are submitted to an awards committee, which presents the following awards: Hispanic Man of the Year, Hispanic Woman of the Year, Hispanic Youth of the Year, and the Hispanic Family of the Year.

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Patricia O'Brien, a teacher at Manitoba Elementary school, has been recognized with the Association Recognition Award during the Wisconsin Association for Health, Physical Education, Recreation and Dance (WAHPERD) Convention in October for being in the profession for more than 10 years and for her continued service through excellence in teaching, publication, and organizational activities which enhance the profession.

Also recognized was Katrina Schuh, a teacher at Rufus King High School. This award is given to a HPERD professional who has been in the field five years or less, yet has demonstrated active involvement in both the Association and the profession through leadership and service in support of the goals of WAHPERD.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 18, 2010, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Resolution To Carry Over MPS's 2010 Qualified School Construction Bond Allocation

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting that the Board adopt a resolution to carry over Milwaukee Public Schools' 2010 Qualified School Construction Bond American Recovery and Reinvestment Act allocation of borrowing authority for capital projects.

1. In March, 2010, the Department of the Treasury, pursuant to the American Recovery and Reinvestment Act, allocated to MPS, as a Large Local Educational Agency, $72,933,000 of Qualified School Construction Bond (QSCB) borrowing authority. The allocation is effective for QSCBs issued after March 17, 2010.

2. It is the understanding of MPS and its bond counsel that the legislation authorizing the 2010 Qualified School Construction Bond Allocation does not identify an expiration of the authority to use the 2010 Allocation. Nevertheless, it is considered favorable for future purposes to document by Board resolution the Board's intent and desire to carry forward any unused QSCB borrowing authority. To that end, the following resolution is submitted for approval:

3. To date, MPS has not issued any bonds pursuant to this allocation; however, the MPS 2011 budget does include $16,100,000 of projects to be funded by bonds issued under the provisions of this allocation.

4. The Administration recommends that the Board adopt the following resolution and approve the carryover of the $72,933,000 of 2010 Large Local Education Agency Qualified School Construction Bonds borrowing authority awarded Milwaukee Public Schools pursuant to Internal Revenue Service Notice 2010-17.

WHEREAS, the Internal Revenue Service Notice 2010-17 allocated $72,933,000 of Qualified School Construction Bond (QSCB) volume cap (2010 allocation) to Milwaukee Public Schools (MPS) as a Large Local Education Agency. Such amount is allocated to MPS pursuant to Section 54F(d)(2) of the Internal Revenue Code (Code) relating to QSCBs; and

WHEREAS, 54f(e)(2)of the Code relating to QSCBs permits the carryover of amounts allocated pursuant to section (d)(2); and

WHEREAS, MPS has not used any of the 2010 allocation and desires to carryover the allocation to 2011; now, therefore, be it

RESOLVED by the Milwaukee Board of School Directors that it hereby carries over to 2011 $72,933,000 of 2010 Large Local Education Agency Qualified School Construction Bonds borrowing authority awarded Milwaukee Public Schools pursuant to Internal Revenue Service Notice 2010-17 and authorizes the Administration to make such additional findings and take such additional actions, including but not limited to the filing of forms with the IRS, as may be considered necessary or advisable by such officer to effectuate the purposes of this resolution.

Sincerely,

Gregory Thornton, E.D.
Superintendent of Schools

Director Falk moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 33 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of the Independent Hearing Officers of November 17, 18, 19, 22, 23, 29, 30, 2010, and December 1, 2, 3, 6, 7, 9, 10, 13, and 14, 2010.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following item:

Accountability/Finance and Personnel Committee, Item 4, approval of prevailing wage rates.

On the motion of Director Voeltner, the balance of the Committee reports was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report and Possible Action on District Parental Involvement Activities for November 2010

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

Note: This report does not reflect events that took place after November 22, 2010.

1. November 4, 2010

   • *District Advisory Council (DAC) School Delegate Meeting*

   The DAC conducted its monthly meeting, at which a presentation on Response to Intervention (RtI) was made. In attendance were 52 participants, representing 48 schools.

   During November of the 2009-2010 school year, there were 69 participants present, representing 53 schools.

   • *Regional Parent Meetings*

   The regional parent meetings, which are conducted to support the work of the schools' Action Teams for Partnership, are held each month prior to the DAC's meeting. Staff and parents attend the meetings to discuss successes and challenges related to the four goals in their schools' Action Plans. There were 35 attendees, representing the eight regions.

2. November 6, 2010

   • *Head Start Parental Involvement*

   > The Head Start Policy Council held its monthly meeting, which focused on roles and responsibilities of the Head Start Policy Council representatives. Twenty-two participants were in attendance.

   > During the month of November, Head Start replaced the monthly parent meetings at the sites with a Family Curricula Night that was held at Central Services for all Head Start parents. This event focused on the curricula used in the Head Start classrooms. There were five parents present for the event.

   > In November, Head Start partnered with Walker's Point Community Clinic and Marquette University to provide a Health Check and Dental Day, which was held at Walker's Point Community Clinic. Community healthcare volunteers provided services that included dental exams, health exams, and blood testing for lead and anemia. Students from Marquette's Department of Foreign Languages provided medical interpretation services. A total of 208 families attended the event.

3. November 10, 2010

   • *Parent Coffee with Dr. Thornton*

   Dr. Thornton is reaching out to MPS parents to hear first-hand information about their experiences as parents in MPS. The first "Parent Coffee with the Superintendent" took place at Bethune. Parents had the opportunity to be entertained by students and to share their satisfaction and concerns regarding MPS. Present at this event were more than 75 parents.

   • *Parent-Teacher Association (PTA) Council*

   The PTA Council's meeting took place at Central Services. The topics for November were completing the IRS 990, the Wisconsin Department of Revenue forms, and school auditing. There were four participants present.

4. November 11, 2010

   District Advisory Council (DAC) Executive Committee

   The DAC Executive Committee conducted its monthly meeting, which focused on reflections from the November DAC delegates' meeting, devising the December DAC delegate meeting agenda, committee updates, and the 2010-2011 goals for the DAC. The DAC will focus its attention on the following goals:

- increasing the number of parents reading to their children;
- increasing the amount of time that pre-teen and teenagers read;
- increasing the attendance at the District Parent Resource Centers; and
- developing a parent report card.

There were six DAC executive members and two MPS staff present.

5. November 17, 2010

- *Parent-Teacher Association (PTA) Meeting with Dr. Thornton*

  The PTA meets monthly with the Superintendent to provide updates on activities and goals for the 2010-2011 school year. This school year, the PTA will be focusing on student wellness and safety, school funding, school supply lists and parental involvement, soliciting volunteers, and removing barriers. The meeting focused on discussions around the school supply lists, district customer service, schools delivering information to parents about the parental involvement budget, and Dr. Thornton's meeting with district staff. There were six PTA representatives and three MPS staff present.

- *Families First: District Parent Professional Development*

  On the third Wednesday of the month, the district offers workshops and information sessions for parents. During the month of November, parents received information on the Comprehensive Literacy Plan, school-home connections: easy reading activities for families, and Unique and Language!, two programs that support students with special needs. There were 45 participants, representing 28 schools, present.

  During November 2009-2010 school year, a total of 25 participants, representing 16 schools, were present.

6. November 20, 2010

   I Am an Informed Parent!

   Safe Schools/Healthy Students continued the "I Am an Informed Parent!" workshops. Safe Schools/Healthy Students held the first session for this school year, which was focused on childhood diseases and how they affect students' learning. Specific information was provided on controlling asthma and obesity. There were a total of 42 parents, representing 16 schools (including 14 MPS schools).

<u>District Parent Resource Centers</u>

MPS has two District Parent Resource Centers, one located inside the Phillis Wheatley Elementary School, and the other located inside the Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

1. District Parent Resource Center — Phillis Wheatley

   a. Technology Classes. Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, Suite, and the Mavis Beacon typing program. They are encouraged to use the computer lab for MPS resources such as the Parent Assistant, the District Events Calendar, school websites, communication with their children's school staffs, and any other available resources. A total of eight participants visited the Center during the month of November for the technology classes.

   b. Make-It, Take-It Labs. Parents are encouraged to use the Center as a support system for learning at home. Parents can come to the Center to make games and activities and to access resources to use with their children at home to enhance math and literacy skills. There were no participants for the Make-It, Take-It Labs.

c. Mind Lab. The Mind Lab sessions use board games and other techniques to make connections to real-life situations. This session is used to reinforce critical thinking, problem-solving, and social skills. There were no participants for the Mind Lab this month.

d. Science Lab. This session provides the opportunity for parents to create fun and educational projects that can be done at home. There were no participants for the Science Lab this month.

2. District Parent Resource Center — Walker Multiplex

a. English as a Second Language. Parents are provided the opportunity to participate in ESL classes at many different levels. The Center offers classes on Mondays, Wednesdays, and Fridays during the day. The classes offered are Beginner I and Transitioning (Level 1C). There were 39 participants for the two levels.

b. Technology/ESL Classes. Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word, and the Mavis Beacon typing program. Parents are also encouraged to use the lab for MPS and community resources. At the end of October, parents requested a combination of technology and ESL classes. The participating parents receive 1.5 hours of each (technology and ESL) on Tuesdays and Thursdays. There were nine participants who used the Center for technology this month.

c. Science/Math Workshops. This session offers hands-on experiences related to science and math that coincide with concepts learned in the school classroom to reinforce learning at home. There were no participants for the class this month.

d. Zumba/Life Skills. The Center recognizes the need to provide information to parents on healthful habits. Seven parents attended the classes during the month.

e. Additional ESL Classes. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. The evening and Saturday ESL classes offered are Beginner I, Transitioning (Level 1C), and Intermediate/Advanced. There were 74 participants for the evening and Saturday classes.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP)

During the month of October, HIP offered opportunities for parents to be involved in family gathering nights, Big on Books (BOB), and HIP Family Camp. HIP also supported the schools in promoting parent-teacher conferences. In the month of October, 8,578 participants, representing 4,023 families, participated in HIP-sponsored events. In addition to the families participating in the events, the HIP Parent Involvement Coordinators had more than 3, 900 face-to-face contacts with parents.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY).

The HIPPY program, which follows the traditional school-year calendar, starts conducting home visits for families in the program in October. During the month of October, the HIPPY program conducted 714 home visits to 350 families. The HIPPY Parent Partners are working with the HIP Parent Involvement Coordinators to recruit parents of children ages 3 and 4 at their schools.

* * * * *

(Item 2) Report and Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Best practices and research strongly support education in the least restrictive environment (LRE) with access to the general curriculum because it contributes to high expectations and achievement outcomes for students with disabilities. The strong preference in the law is that the child will be educated using the general education curriculum in the regular education classroom.

2. Decisions regarding LRE are individually determined for each student, based on the child's strengths and needs, and are made by the Individualized Education Program (IEP) team, during the development of the IEP. Some components of the IEP that contribute to the LRE decision are:

- the child's levels of achievement and functional performance,
- the effect of the disability on the child's performance,
- measurable annual goals , and
- a detailed description of the education and related services, supplementary services, and supports.

3. The IEP team considers the environment and the curriculum and includes a statement of the extent, if any, to which the child will *not* participate with non-disabled children in the regular class or in the regular non-academic or extracurricular activities.

4. Attachment #1 to the minutes of your Committee's meeting is a bulletin issued by the Department of Public Instruction that provides a full description of the items to be considered in determining the appropriate LRE.

5. Continuum of Services

a. In order to allow for individualized considerations when making LRE decisions, MPS provides a continuum of services for students with disabilities. This range of services includes consultation with family members and teachers, home instruction, in-classroom services and support, team teaching, inclusive programming, minimal through complete pull-out (separate) rooms or locations within the school, and alternative non-MPS educational placements for students with more significant needs. Many appropriate placements include a combination of service options.

b. The majority of student service needs are provided within the MPS schools (charter, traditional large high schools, small high schools, learning communities within large high schools, K-8, elementary, and alternative and partnership schools.) *Least restrictive environment* is not synonymous with "inclusion for all." Instead, it is a process that recognizes the possibilities of an individual child and truly tailors the educational program to the individual student's needs.

6. LRE for Higher Outcomes

As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the *least* restrictive environment. The plan includes the following strategies:

a. Spring 2011

- FY12 school-based planning (budget, facilities, staffing, school-wide culture, etc.) to ensure that — to the greatest extent possible — a continuum of support is available and being implemented in each school.
- Use of LRE data, along with academic outcomes, as a tool to assist in making individualized IEP decisions that will lead to high academic outcomes.

b. Development of oversight strategies, including school-based and classroom "look-fors," data reports, and data-analysis strategies for building- and district-level administrators and supervisors to ensure the implementation of the IEP-LRE required services and to monitor gains in achievement.

c. Spring FY11 — Implement and document models in 16 LRE demonstration schools during the school year, as exemplars of LRE planning and implementation excellence (Spring 2011-Fall 2011).

d. Provision of professional development to support the link between the Comprehensive Literacy Plan and LRE decision making to increase access to the general literacy curriculum and literacy best practices in the general education classroom for students with disabilities.

e. Creation and implementation of ongoing imbedded professional development that integrates the notions of least restrictive environment, general education curriculum, local school-climate culture, and special education supports and services into a whole-school approach that practices an "all means all" philosophy in all decisions. The professional development activities will include teaching, modeling, and coaching activities for special and general education teachers and eservices providers.

7. LRE Baseline DATA

a. IDEA-2004 identified 20 indicators of performance that would help steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses documentation of programs and services in the least restrictive environment for students 6 to 21 years of age, respectively. The State target data for this indicator, which were developed with input from a statewide stakeholder group, provide each district with a target in each of the following identified categories:

Indicator #5A..... Students removed from non-disabled peers less than 21% (of school time)

Indicator #5B..... Students removed greater than 60% from non-disabled peers

Indicator #5C..... Students enrolled in separate schools, residential facilities, or homebound/hospital placements

b. The following data provide a district-wide snapshot of LRE data relative to services in discrete categories (defined by DPI and IDEA) and a comparison with the State target. This information will be used to set targets of improvement for the district and for all individual schools during the 2011-12 School Improvement Planning (SIP) Process.

IDEA-LRE Indicator #5 — Age 6-21	MPS-LRE Data December 2010	State Target
5A — Less than 21%	24.75%	54.74%
5B — Greater than 60%	18.91%	11.2%
5C — Other Environments	1.68%	1.25%

c. The Department of Specialized Services will provide periodic reports regarding the implementation of special education program services in the least restrictive environment (LRE), along with an analysis of the LRE link to improved student outcomes.

* * * * *

(Item 3) Report and Possible Action on Parent Dispute Resolution System (PDRS) Data

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Since its first authorization, the Individuals with Disabilities Education Act has recognized parents as an essential part of the educational process for students with disabilities. The early federal and state special education laws required that parents be made aware of the educational needs of their children, be given the opportunity to have input into the development of their individualized education programs (IEPs), and be made aware of the contents of their IEP programs. Parents were afforded opportunities for dispute resolution in the form of legalistic due-process activities or formal complaint procedures involving state education agencies.

2. In the years since the first passage of IDEA, best practices have influenced many improvements in the IDEA, an important one being in the area of parental participation and parental dispute resolution. Prior to the 1997 reauthorization of IDEA, parents were observers of the IEP process, being invited to the meetings and given an opportunity for input, but having no opportunity to have a say in the final decisions that school districts made regarding the education of their children. Beginning in 1997, the vital role that parents play in the IEP development and the educational decisions regarding their children was recognized. As result of the federal reauthorization in 1997, parents became active and full participants in the IEP process, including full membership in the decision-making IEP team.

3. Parents now had gained an important and influential role in their children's special education decisions. At the same time, the authors of the reauthorized IDEA recognized that disputes would still arise between school districts and parents, despite the enhanced role of parents in the process. Up to this time, dispute options included the filing of formal complaints with state departments of public instruction or the more formal, legalistic, and costly option of filing a due-process complaint. Both methods, although generally effective in providing resolutions, frequently resulted in broken relationships and loss of trust between the district and the family.

4. A requirement that states make available to parents and school districts the option of mediation was introduced after the 1997 reauthorization to offer parents and school districts another avenue to resolve issues. This avenue was thought to be less legalistic, less costly, less time-consuming, and founded on the important principle of repairing the trust relationship between schools and families by offering an opportunity to seek resolutions that were based on mutual agreement. Mediation was an important option in reaching early resolution to disputes, and mediated outcomes were known to result in a stronger sense of partnership between families and school districts to ensure the best educational outcomes for the children.

5. Since the 1997 reauthorization of IDEA, the Milwaukee Public Schools has worked to develop and implement a comprehensive dispute-resolution system. The district has actively sought to support the less cumbersome options in resolution that can lead to better resolutions for all involved. Parents are offered the opportunity to address issues in a variety of ways on a continuum from the most user-friendly to the most procedurally legalistic provided for under the IDEA and state law.

6. One of the three major provisions of the Special Education Oversight Action Plan (SOAP) which was adopted by the Milwaukee Board of School Directors in June 2002 is to provide parents with information and a parent-friendly system to encourage resolution of parental concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school-related topics. The parent dispute resolution system, described below, outlines a number of opportunities for parents to resolve issues in informal as well as more formal ways.

7. Parents and MPS administrative staff are encouraged to attempt to resolve issues first at the school level using informal means to reach mutual agreement. If parents are not satisfied, more formal measures may be pursued. It is important to note, however, that state and federal laws require that parents be able to access the more formal problem-resolution methods at any time in the resolution process.

8. The following information provides an overview of parental dispute options in parent-friendly language (see also Attachment #1 to the minutes of your Committee's meeting).

HOW TO RESOLVE SPECIAL EDUCATION COMPLAINTS AND DISAGREEMENTS WITH YOUR SCHOOL

Milwaukee Public Schools wants to help parents and families find solutions when there is a problem or disagreement about special education. We call this process "*Dispute Resolution*". By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS personnel working on your complaint are required to keep the information confidential. A brochure explaining this process is available from your child's school or from the Parent Information Center.

Step	Action	Outcome
1. Where Should I Start My Complaint?	Contact the school principal. You may make a verbal or written complaint. The school will log the complaint and give you a copy for your records.	An attempt will be made to resolve the complaint within five days. If the principal cannot resolve the complaint within five days, a request for assistance will be made to the Special Education Leadership Liaison.
2. What If I Am Not Comfortable Taking My Complaint To The School?	You can always visit or call the Parent Information Center at 475-8467 or visit the Parent Information Center at MPS Central Services, Room 135, and 5225 West Viet Street. Staff will talk with you about your complaint. They will give it to either your Principal or to some other school person who can help with the problem.	The Parent Information Center will help you write down your complaint. They will also write down how the problem was fixed. If your problem is given to someone else the Parent Information Center will write down who it was given to and how to contact them. If you give your complaint to the Parent Information Center, they have 24 hours (or one school day) to give it to the right person to start to solve the problem.
3. What Will The Special Education Leadership Liaison Do?	The Special Education Leadership Liaison (SELL) has no more than five school days to either solve the problem or explain to you why the complaint is without merit or basis.	You will be informed about the resolution of the problem or why there appears to be no basis to your complaint. You will receive a written determination, if there seems to be no basis.
4. What Other Resources Are Available To Help Me Resolve My Dispute?	**Parent Information Center 475-8467**	Staff from this office will be available to help you follow-up on your complaint. Assistance is also available from this office to help you prepare for and attend IEP team meetings.

Step	Action	Outcome
5. What If I Am Not Satisfied with the Resolution of My Complaint by the School or by the Special Education Leadership Liaison?	You can contact the Special Education Ombudsman: Lynne Sobczak Call 475-8284.	The Special Education Ombudsman has been authorized by the board to have all necessary authority to ensure that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission
6. What Are My Other Options?	This new process for special education is in addition to all the other options you have as a parent. Your IEP team can advise you about all of the following procedural safeguard options. You will have access to the following options:	
	Advocate	The opportunity to receive the assistance of an Advocate to help you understand your rights and to help you express your point of view. A list of current advocacy resources is available from your child's school.
	Facilitated IEP	The right to use the Wisconsin Special Education Mediation System for facilitated IEPS. WSEMS offers a neutral, trained professional from the roster of mediators to facilitate IEP team meetings. The facilitator helps IEP team participants maintain open and effective communication, keeps team members on task, and facilitates the resolution of conflicts that arise in the development of the IEP. Either the parent or the school district may request IEP facilitation by contacting WSEMS; but both parties must agree to the facilitation, and either party may withdraw their agreement. Contact WSEMS at
	Administrative Review	Review, facilitated by Equitable Educational Opportunities Liaison, of IEP team document by Special Education Leadership Liaison, Special Services Supervisor. Purpose of the review is to determine what if any additional information should be collected by team to resolve parental dispute.

Step	Action	Outcome
	IDEA Complaint	The right to file an official IDEA complaint with the Wisconsin Department of Public Instruction. An IDEA complaint must be in writing and sent to: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563
	Mediation	The right to use the Wisconsin Special Education Mediation System. Mediation is a voluntary process that allows parents and the school to informally work out differences that they have about a child's special education needs with the help of a neutral third person, a mediator. Call (414) 288-1425
	Independent Educational Evaluation	The right to get a second opinion if you don't agree with the evaluation conducted by your child's school. To learn more about how to request this, talk to your child's IEP team
	Resolution Session	When the parent or the district requests a due process hearing, the law requires that the district and the parents sit down and discuss the basis of the due process request before the hearing. This is an opportunity to review the facts and determine if a more timely resolution can be sought.
	Due Process Hearing Request	The right to use a legal process to have a hearing officer evaluate the situation. You can find out about filing due process by calling one of the advocacy groups listed on a brochure available from your school or calling or writing to DPI at: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

9. PDRS data from FY2010 marked a significant improvement in schools' response-time to PDRS Complaints. The average response-time for each complaint was 9.4 days from time of receipt to completion of documentation. The expectation was that school leaders would respond within five days or request assistance if needed. School leaders were expected to complete documentation within 25 days. A total of 120 schools received no PDRS complaints during FY10 (see Attachment. #2 to the minutes of your Committee's meeting). FY11 data (July 1, 2010, to date) can be found in Attachment #3 to the minutes of your Committee's meeting.

10. The Administration is investigating new reporting systems and procedures to ensure system efficiency and ongoing accountability for the Parent Dispute Resolution System. (PDRS).

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(Item 4) Action on a Request To Approve Contracts for the MPS Partnership for the Humanities

Background

1. The MPS Partnership for the Humanities, which is modeled after the successful MPS Partnership for the Arts, is a unique resource for local organizations and schools interested in partnering to design humanities-related programs that best serve students and the community. Funds are made available through an application process to support after-school and summer humanities-related programs. Through a dollar-for-dollar matching requirement, the Partnership for the Humanities encourages organizations and schools to seek out additional resources that can also be used during the regular school day. The matching requirement doubles the resources for humanities-related opportunities and builds a network of partnerships among schools, community organizations, and the philanthropic community.

2. The goals of the Partnership for the Humanities are to:

- expand humanities-related experiences for City of Milwaukee children and youth;
- increase the number of enriching activities that connect the humanities to academic learning;
- strengthen existing and establish new community partnerships that motivate students to higher levels of academic achievement; and
- increase resources and support for humanities education in the schools and community.

3. The Administration established and communicated the application guidelines and eligibility criteria. Information was sent to hundreds of community organizations and individuals and was also accessible online at::

http://www.MilwaukeeRecreation.net/Humanities.

Administration's Analysis

4. In September 2010, 16 proposals totaling $344,294 were received. After careful review of all the proposals, the review team of humanities and community professionals recommended, 10 projects for funding totaling $217,591. Approximately 4,808 students will be provided services in 28 schools as well as other locations open to citywide participants.

5. The review of the proposals was based on a rubric created in collaboration with UW-Milwaukee's Center for Urban Initiatives and Research (CUIR).

6. The recommended projects will support a wide variety of humanities-education experiences for Milwaukee's children, including: archeology, Milwaukee history, cultural anthropology, art history and criticism, ethnic studies, literature, and environmental/sustainability studies.

7. The Administration is requesting the Board's approval to enter into contracts for these projects with partner organizations to provide humanities-related education services:

2010-2011 Applicant		Contract Amount
1.	Boys and Girls Clubs of Greater Milwaukee	$74,661
2.	Discovery World	$25,869
3.	First Stage Children's Theater	$19,705
4.	Keep Greater Milwaukee Beautiful	$32,465
5.	Milwaukee Repertory Theater	$7,575
6.	Milwaukee Turners	$10,124
7.	Neu-Life	$15,000
8.	Urban Anthropology	$9,592
9.	Wildspace Dance Company	$12,500
10.	Woodland Pattern	$10,100
	Projects Recommended for Funding	10
	Total Amount to be Allocated	$217,591

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 8: The district builds partnerships to support student achievement.

WTAM Strategy: The district provides children and youth with enrichment, sports and recreation programs that support student achievement.

WTAM applicable measurable objective (From the Academic Enhancement Functional Plan): The number of community partnerships and the number of students served by high quality, culturally responsive community partnerships will increase 15% in the areas of art, music, physical education, and interscholastic athletics.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements; meets the provisions of State Statute 120.13(19), Community Programs and Services related to the use of Extension Fund resources; and supports the attainment of MPS Learning Targets.

Fiscal Impact Statement

10. This item authorizes expenditures in the amount of $217,591 to support humanities-education programs implemented outside the regular school day during 2010-11 and the summer of 2011.

11. The funds are available in Budget Code: CSV-0-0-PFH-DW-ECTS, Contract Services — Extension Fund, with specific locations to be charged at the time at which costs are incurred. Although contracts extend into Summer 2011, all contracts are budgeted in FY11.

Implementation and Assessment Plan

12. Contracts will run from December 2010 through August 2011. In accordance with contract requirements, community partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports improving academic achievement; and results of intended project outcomes as outlined in their proposals. The Administration will continue to work with the UW-Milwaukee's CUIR to strengthen assessment tools as well as the collection and synthesis of data.

13. Contracts will be monitored through the Division of Recreation and Community Services.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize the following contracts for humanities-education services totaling $217,591 in Extension Funds:

2010-2011 Applicant		Contract Amount
1.	Boys and Girls Clubs of Greater Milwaukee	$74,661
2.	Discovery World	$25,869
3.	First Stage Children's Theater	$19,705
4.	Keep Greater Milwaukee Beautiful	$32,465
5.	Milwaukee Repertory Theater	$7,575
6.	Milwaukee Turners	$10,124
7.	Neu-Life	$15,000
8.	Urban Anthropology	$9,592
9.	Wildspace Dance Company	$12,500
10.	Woodland Pattern	$10,100
	Projects Recommended for Funding	10
	Total Amount to be Allocated	$217,591

Contracts will run from December 2010 through August 2011. In accordance with contract requirements, community partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports the MPS Learning Targets, and results of intended project outcomes as outlined in the proposals.

Note: The Master Agreement and appendices for the Partnership for the Humanities are virtually identical (except for budget codes) to those for the Partnership for the Arts (see next item); therefore, only one set of these documents has been provided as attachments to the minutes of your Committee's meeting for both items in this agenda.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 5) Action on a Request To Approve Contracts for the MPS Partnership for the Arts

Background

1. Since the 2006-07 school year, the Partnership for the Arts has funded more than 50 different arts organizations that have partnered with 175 schools and youth-serving organizations to provide arts programs for over 23,000 youth annually. The Partnership for the Arts is a unique resource for local arts organizations and schools interested in partnering to design arts programs that best serve students and the community. Funds are made available through an application process to support after-school and summer arts programs.

2. Through a dollar-for-dollar matching requirement, the Partnership for the Arts encourages arts organizations and schools to seek out additional resources that can also be used during the regular school day. The matching requirement doubles the resources for arts opportunities and builds a network of partnerships among schools, the arts community, and philanthropic community.

2. The Arts Partnership goals are to:

- expand arts-related experiences for children and youth in the City of Milwaukee;
- increase the number of enriching activities that connect the arts to academic learning;

- strengthen existing and establish new community partnerships that motivate students to higher levels of academic and artistic achievement; and
- increase resources and support for arts education in the schools and community.

3. The Administration established and communicated the application guidelines and eligibility criteria. Information was sent to hundreds of community arts organizations and individuals, including groups associated with the United Performing Arts Fund, Cultural Alliance, Milwaukee Youth Arts Center, Milwaukee Artist Resource Network and others. Information was also accessible online at http://www.MilwaukeeRecreation.net/Arts.

Administration's Analysis

4. In September 2010, 38 proposals totaling $1,289,585 were received. After careful review of all the proposals by the review team of arts and community professionals, 28 projects are recommended for funding totaling $935,715. Approximately 29,977 children, representing 99 schools and other city-wide locations, will be served.

5. The review of the proposals was based on a rubric created in collaboration with UW Milwaukee's Center for Urban Initiatives and Research (CUIR).

6. The recommended projects will support a wide variety of arts-education experiences for Milwaukee's children, including instrumental music, visual art, children's theater, dance, multicultural arts, design, ballet, choral music, opera, poetry, pre-college art classes, summer arts camps, and more.

7. The Administration is requesting the Board's approval to enter into contracts for these projects with partner organizations to provide arts-education services:

2010-2011 Applicant		Contract Amount
1.	American Civil Liberties Union	$19,990
2.	African American Children's Theatre	$10,000
3.	America SCORES	$4,344
4.	Artists Working in Education — Truck Studio	$36,118
5.	Artists Working in Education — Art in the Community	$5,892
6.	Artists Working in Education — CLC	$14,387
7.	Arts @ Large	$138,907
8.	ArtWorks for Milwaukee	$11,545
9.	Boys and Girls Clubs of Greater Milwaukee	$59,329
10.	Danceworks	$128,540
11.	Express Yourself Milwaukee	$20,000
12.	First Stage	$72,735
13.	Hartford University School for Urban Explorations	$6,075
14.	Milwaukee Art Museum	$40,890
15.	Milwaukee Ballet	$3,000
16.	Milwaukee Children's Choir	$7,000
17.	Milwaukee Institute of Art and Design	$65,619
18.	Milwaukee Public Theatre	$13,275
19.	Milwaukee Repertory Theater	$9,460
20.	Milwaukee Youth Symphony Orchestra	$25,000
21.	OnRamp	$17,250
22.	Present Music	$10,625
23.	Reagan High School	$6,250
24.	Still Waters Collective	$5,750
25.	Walker's Point Center for the Arts	$69,500
26.	Wild Space Dance Company	$10,500
27.	Wisconsin Conservatory of Music	$116,234
28.	Woodland Pattern	$7,500

2010-2011 Applicant	Contract Amount
TOTALS: 28 Recommended for Funding	$935,715

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 8: The district builds partnerships to support student achievement.

WTAM Strategy: The district provides children and youth with enrichment, sports and recreation programs that support student achievement.

WTAM applicable measurable objective (From the Academic Enhancement Functional Plan): The number of community partnerships and the number of students served by high quality, culturally responsive community partnerships will increase 15% in the areas of art, music, physical education, and interscholastic athletics.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements; meets the provisions of State Statute 120.13(19), Community Programs and Services related to the use of Extension Fund resources; and supports the attainment of MPS Learning Targets.

Fiscal Impact Statement

10. This item authorizes expenditures in the amount of $935,715 to support arts-education programs implemented outside the regular school day during the 2010-11 school year and the summer of 2011.

11. The funds are available in Budget Code: CSV-0-0-ART-DW-ECTS CONTRACT SERVICES — Extension Fund. Although contracts extend into Summer 2011, all contracts are budgeted in FY11.

Implementation and Assessment Plan

12. Contracts will run from December 2010, through August 2011. In accordance with contract requirements, community arts partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports improving academic achievement; and results of intended project outcomes, as outlined in their proposals. The Administration will continue to work with the UW-Milwaukee's CUIR to strengthen assessment tools as well as the collection and synthesis of data.

13. Contracts will be monitored through the Division of Recreation and Community Services.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize the following contracts for arts education services totaling $935,715 in Extension Funds:

2010-2011 Applicant	Contract Amount
1. American Civil Liberties Union	$19,990
2. African American Children's Theatre	$10,000
3. America SCORES	$4,344
4. Artists Working in Education — Truck Studio	$36,118
5. Artists Working in Education — Art in the Community	$5,892
6. Artists Working in Education — CLC	$14,387
7. Arts @ Large	$138,907
8. ArtWorks for Milwaukee	$11,545
9. Boys and Girls Clubs of Greater Milwaukee	$59,329
10. Danceworks	$128,540

2010-2011 Applicant		Contract Amount
11.	Express Yourself Milwaukee	$20,000
12.	First Stage	$72,735
13.	Hartford University School for Urban Explorations	$6,075
14.	Milwaukee Art Museum	$40,890
15.	Milwaukee Ballet	$3,000
16.	Milwaukee Children's Choir	$7,000
17.	Milwaukee Institute of Art and Design	$65,619
18.	Milwaukee Public Theatre	$13,275
19.	Milwaukee Repertory Theater	$9,460
20.	Milwaukee Youth Symphony Orchestra	$25,000
21.	OnRamp	$17,250
22.	Present Music	$10,625
23.	Reagan High School	$6,250
24.	Still Waters Collective	$5,750
25.	Walker's Point Center for the Arts	$69,500
26.	Wild Space Dance Company	$10,500
27.	Wisconsin Conservatory of Music	$116,234
28.	Woodland Pattern	$7,500
	TOTALS: 28 Recommended for Funding	$935,715

Contracts will run from December 2010 through August 2011. In accordance with contract requirements, community arts partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports the MPS Learning Targets, and results of intended project outcomes as outlined in the proposals.

Note: The Master Agreement and appendices for the Partnership for the Arts are virtually identical (except for budget codes) to those for the Partnership for the Humanities (see previous item); therefore, only one set of these documents has been provided as attachments to the minutes of your Committee's meeting for both items in this agenda.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on a Request To Increase Funding for 21st Century Community Learning Centers (CLCs)

Background

The Administration is requesting authorization to increase funding for five Community Learning Centers (CLCs). In July 2010, the Board approved $70,000 contracts for each of the District's 5 new CLCs. The base funding for these contracts was secured through 21st-Century Community Learning Center grants awarded to the district by the Wisconsin State Department of Public Instruction (WDPI).

Analysis

1. In September 2010, the WDPI informed the Milwaukee Public Schools that it was awarding an additional $10,000 per site to assist with programming operations.

2. The three Milwaukee-area community-based organizations included in the recommendation were all previously granted contract awards under RFP 539 to operate Milwaukee Public Schools CLCs.

Committee's Recommendation

Your Committee recommends that the Board grant it authorization to increase funding as indicated for the five Community Learning Centers (CLCs) listed below. The contracts will run from July 1, 2010, through June 30, 2011. The contract increases will not exceed the amounts indicated below.

CLC Contract Increases FY11			
Agency	Site	Amount of Increase	Budget Code (21st Century CLC Contracted Services)
Boys & Girls Clubs	Brown Street Elementary School	$10,000	GEN-L-I-2D1-BR-ECTS
Boys & Girls Clubs	Madison High School	$10,000	GEN-H-I-2D1-MA-ECTS
Boys & Girls Clubs	M.L. King, Jr., K-8 School	$10,000	GEN-H-I-2D1-KN-ECTS
Silver Spring Neighborhood Center	Custer High School	$10,000	GEN-P-I-2D1-CT-ECTS
Neighborhood House	Story K-8 School	$10,000	GEN-P-I-2D1-SY-ECTS

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 7) Report and Possible Action on Academic Progress for Title I Services Provided To Non-Public School Students

Administration's Report

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to non-public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to non-public schools. ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits, which must be comparable to the services and other benefits provided to public school children and teachers participating in the program, must be provided in a timely manner.

3. In July 2006, the Milwaukee Public Schools posted Request for Proposal (RFP) #534 to solicit vendors that could provide the range of services being requested for the 2007-2008, 2008-2009, and 2009-2010 school years. In addition to providing Title I services to traditional non-public schools, the RFP requested provision of Title I services for private agencies providing educational services for Milwaukee Public School students under contracts with MPS Diversified Community School (DCS) and Early Childhood Departments. The RFP team recommended that contracts be awarded to three service providers — Catapult Learning, Learning Exchange, and Nonpublic Educational Services, Inc. — based upon selections made by participating non-public schools.

4. Participating non-public and partnership schools received services up to an allocation amount based upon an approved federal formula.

5. The programs have been highly successful at achieving gains for participating students. Complete end-of-year evaluations for current service providers, along with gains reports of Group Reading Achievement Diagnostic Evaluation (GRADE) and Group Mathematics Achievement Diagnostic Evaluation (GMADE), are available for review by Board members in the Title I Office.

6. At its meeting on June 30, 2010, the Milwaukee Board of School Directors directed the Administration to report back to the Board on student academic progress for the 2009-10 school year.

7. Included in the Attachments to the minutes of your Committee's meeting is a sample list of one provider to include a breakdown of the NCE (Normal Curve Equivalent) Pre- and Post-Test Results of both math and reading for the 2009-10 school year. The results are for both Title IA and Title IA (ARRA).

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(Item 8) Action on a Request To Approve 2010-2011 Final Contracts for the Provision of Title I Services to Non-Public School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to both non-public and public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not the schools. The reauthorized ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel, consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits, which must be comparable to the services and other benefits provided to public school children and teachers participating in the program, must be provided in a timely manner.

3. ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public school officials. The goal of the consultation process is to meet the needs of eligible non-public school students and/or teachers and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public school officials must occur before any decision is made that could affect the ability of private school students, teachers, and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

4. Information about service-delivery options under ESEA was shared with non-public schools, and their opinions were solicited regarding the types and forms of service that would meet the needs of their eligible students. Non-public schools indicated that they were interested in K-12 programming that was flexible, cost-effective, and comprehensive. They requested that services be delivered during the regular school day, before and after school, or on Saturdays. They requested that MPS enter into agreements with third-party vendors to allow for a full range of instructional services delivered at flexible times and suggested that funds under other Title Programs available to them might also be used to employ the services of third-party vendors. MPS has been entering into contracts with third-party vendors to offer Title I services since the 2003-2004 school year.

5. In January 2010, the Milwaukee Public Schools posted RFP #680 to solicit vendors that could provide the range of services being requested for the 2010-2011, 2011-2012, and 2012-2013 school years.

Administration's Analysis

6. The Milwaukee non-public schools to be served form a diverse community of students in approximately 120 schools.

   a. In the 2010-2011 school year, equitable-participation requirements of ESEA required the District to allocate 23.43% of Title I funds, plus allowable administrative funds, for a total of $14,966,579.21 for the provision of Title I services through third-party providers in non-public school programs.

b. In the 2010-2011 school year, equitable-participation requirements of ESEA required the District to allocate 23.43% of American Recovery and Reinvestment Act (ARRA) funds, plus allowable administrative funds, for a total $3,913,625.48 for the provision of Title I services through third-party providers in non-public school programs. This Title IA ARRA distribution amount is for one year only.

7. The RFP process led to the recommendation of The Learning Exchange, a Brookfield, Wisconsin-based company with 13 years' experience in providing supplemental education services in City of Milwaukee non-public schools; Nonpublic Educational Services, Inc., a Salem, Massachusetts-based educational organization with over 29 years' experience in Title I for non-public schools, currently servicing over 72 school districts across the country; Catapult Learning, a Baltimore, Maryland-based company which provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country; and Learn It Systems, a Baltimore, Maryland-based company which provided educational services to approximately 35,000 students in over 458 schools in 59 school districts. The selected vendors will allow service to be provided to eligible students at the participating non-public schools.

8. The recommended RFP respondents offer the range of services envisioned in consultation meetings with Milwaukee non-public school officials.

9. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements as outlined in the RFP.

10. The Board's approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the District to more effectively manage services to eligible non-public school students under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

12. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

13. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

14. This item authorizes expenditures of up to the ESEA formula-derived percentage of Title I funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA.

a. This would amount to $14,966,579.21, based upon final current-year allocations. Recommended RFP respondents are The Learning Exchange; Nonpublic Educational Services, Inc.; Catapult Learning; and Learn It Systems. Actual contract amounts will be based upon the actual MPS FY10 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and non-public schools to be served by each vendor.

Account Title: Title I, Regular, Non-public School

Budget Codes: GEN-0-I-1N1-1S-ECTS0000;
PRT-0-S-1N1-1S-ECTS0000;
SD1-0-S-1N1-1S-ECTS0000;
OGA-0-A-1N1-1S-ECTS0000

b. This item also authorizes expenditures of up to the ESEA formula-derived percentage of ARRA funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA. This would amount to $3,913,625.48, based upon final current-year allocations. Recommended RFP respondents are The Learning Exchange; Nonpublic Educational Services, Inc.; Catapult Learning; and Learn It Systems. Actual contract amounts will be based upon the actual MPS FY10 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and non-public schools to be served by each vendor.

Account Title: Title I, Regular, Non-public School

Budget Codes: GEN-0-I-D31-1S-ECTS0000;
PRT-0-S-D31-1S-ECTS0000;
SD1-0-S-D31-1S-ECTS0000;
OGA-0-A-D31-1S-ECTS0000

Implementation and Assessment Plan

15. Contracts will run from July 1, 2010, to June 30, 2011. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

16. The contracts will be monitored through the Office of Department of Parent and Student Services (Title I).

17. In Title I, funds are not given to the schools, but services are provided to the students and teachers.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors:

a. authorize one-year contracts with The Learning Exchange; Nonpublic Educational Services, Inc.; Catapult Learning; and Learn It Systems. Funding is not to exceed the ESEA formula-derived percentage of Title I funds available for 2010-2011 for non-public schools, after allowable expenses are deducted, as mandated by ESEA. (This would amount to $14,966,579.21 under the final current-year allocation.)

The designated funds are for the provision of services to City of Milwaukee-resident, Title I-eligible students enrolled in non-public schools in the 2010-2011 school year. Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. As directed by the Milwaukee Board of School Directors at its meeting on June 30, 2010, the Administration will report back to the Board on the final 2010-11 allocations and contract award amounts; and

b. authorize one-year contracts with The Learning Exchange; Nonpublic Educational Services, Inc.; Catapult Learning; and Learn It Systems. Funding is not to exceed the ESEA formula-derived percentage of ARRA funds available for 2010-2011 for non-public schools after allowable expenses are deducted, as mandated by ESEA. (This would

amount to $3,913,625.48 under the final current-year allocation.) The designated funds are for the provision of services to City of Milwaukee-resident, Title I-eligible students enrolled in non-public schools in the 2010-2011 school year.

Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. As directed by the Milwaukee Board of School Directors at its meeting on June 30, 2010, the Administration will report back to the Board on the final 2010-11 allocations and contract award amounts.

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on a Request for Early Start Dates for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International School

Background

1. 2001 Wisconsin Act 16 requires school boards to start a term after September 1, unless a school board submits a request to the Department of Public Instruction stating the reasons why it would like the school term to start earlier. The Department of Public Instruction may grant a request if it determines that there are compelling reasons for doing so.

2. By approving the Administration's recommendation, the Milwaukee Board of School Directors will move to submit a request to the Department of Public Instruction for an early start date for the 2011-12 school year for Ronald Wilson Reagan College Preparatory High School and Rufus King International School (grades 6-12), both of which have requested early start dates for the 2011-12 school year. The request will cite the fact that the post-September 1, 2011, start date conflicts with the curricular requirements of the International Baccalaureate (IB) program.

3. In addition, Wedgewood Park International School, the middle school associated with Reagan's IB program, is also requesting an early start date due to specialized IB programming.

Administration's Analysis

4. Ronald Wilson Reagan College Preparatory High School has been an International Baccalaureate World School since its affiliation was authorized in May 2006. The school implements the curriculum for the IB Diploma and Certificate programs. On November 1, 2009, Reagan submitted Application A of the IB Middle Years Program for grades 9 and 10. The second part of the Middle Years Program (MYP) authorization, Application B, was submitted on November 30, 2009. The school expects final authorization from the IBO for its MYP in February or March of 2011. Students in grades 9 and 10 participate in the IB Middle Years Program, and students in grades 11 and 12 (301 students) participate in the IB Diploma Program. Ninety-eight percent of the students in grades 11 and 12 will be testing in May.

5. Both the Milwaukee Board of School Directors and the Wisconsin Department of Public Instruction approved a request on behalf of Ronald Wilson Reagan College Preparatory High School for an early start date for the 2010-11 school year.

6. The Wedgewood Park International School Community is also requesting an early start date for the 2011-2012 school year. Wedgewood Park is the International Baccalaureate Middle Years Program partnering with Ronald Reagan College Preparatory High School's Diploma Program and Applicant Middle Years Program. 100% of the students entering the Middle Years Campus will participate in specialized programming to prepare them for the International Baccalaureate Diploma Program at Ronald Wilson Reagan College Preparatory High School. Within the specialized IB program, 100% students are required to complete a "personal project" at the 8th- and 10th-grade levels. Due to this collaborative need at both schools, it is necessary for the schools to be on the same calendar.

7. In addition, many families at both schools have children at the high-school level in addition to children at the middle-school level. To ensure that these families do not have to manage different calendars throughout the school year, it is imperative that we offer a common calendar to meet their planning needs. To offer a strong and continual program at both levels, Wedgewood Park and Ronald Reagan staff frequently meet for vertical planning and need to have the same professional-development days on which to work together on curriculum development. The request for an early start date for the 2011-2012 school year will ensure that Wisconsin continues to offer this unique collaboration and strong program offerings to students in Milwaukee.

8. At Rufus King International School, the IB program has been in place since 1979. Approximately 86% of Rufus King's students in grades 11 and 12 participate in the IB program and must meet standards set by the International Baccalaureate Organization. In the 2009-2010 school year, Rufus King registered its Interested Schools form with the IB Organization for creating the Rufus King International Baccalaureate Middle Years Program, thus beginning the process of offering the IB curriculum in grades 6-10 in two locations. Application A for the Middle Years Program will be completed in January 2011, the first 200 sixth-graders having been enrolled in Fall 2010.

9. In June 2009, the Milwaukee Board of School Directors approved the expansion of Rufus King International School to include grades 6 through 8, to be located on two campuses beginning with the 2010-2011 school year. One hundred percent of the students entering the middle-years campus participate in specialized programming to prepare them for the International Baccalaureate Diploma Program at the high-school campus.

10. It is expected that this program will be certified as an officially sanctioned program by the International Baccalaureate Organization at the end of the 2012-2013 school year. In order to implement the program fully and to use highly qualified teaching personnel at both campuses, the International Baccalaureate calendar will be necessary for students in grades 6-12. Teaching staff will deliver instruction at both campuses. The vision, mission, and educational program will be unified and not distinguishable based on which campus the program instruction is delivered.

11. Both the Milwaukee Board of School Directors and the Wisconsin Department of Instruction approved a request on behalf of Rufus King International School for an early start date for the 2010-11 school year.

Strategic Plan Compatibility Statement

12. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 15% of seniors will earn a score of 3+ on an AP exam or a 4+ on the IB Higher Level exam.

Statute, Administrative Policy, or Board Rule Implication Statement

13. The recommendation is consistent with Wisconsin State Statute 118.045, Commencement of School Term, and Rule PI 27, Commencement of School Term.

Fiscal Impact Statement

14. This item does not authorize expenditures. Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King High International High School agree to pay any additional costs incurred as a result of this unique school year.

Implementation and Assessment Plan

15. Upon approval by the Board, the Administration will submit a request to the Department of Public Instruction prior to the January 1, 2010, deadline for an early start date for the 2011-12 school year for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International High School (grades 6-12).

Committee's Recommendation

Your Committee recommends that the Board approve this request for an early start date for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International School (grades 6-12) and direct the Administration to submit a request to the Department of Public Instruction prior to the January 1, 2011, deadline for an early start date for the 2011-12 school year for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park School, and Rufus King International High School (grades 6-12).

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on a Request to Amend the Instrumentality Charter School Contract with Milwaukee School of Entrepreneurship High School to Relocate the School to the John Burroughs Building Located at 6700 North 80th Street

Background

1. The Milwaukee Board of School Directors held a public hearing on November 11, 2003, to consider the charter petition of Milwaukee School of Entrepreneurship, taking into account the level of employee and parental support for the establishment of the charter school and the fiscal impact on MPS of granting the petition.

2. On November 20, 2003, after the public hearing, the Board granted the petition to establish Milwaukee School of Entrepreneurship as a charter school.

3. On February 23, 2004, the Milwaukee Board of school Directors approved a five-year charter school contract establishing Milwaukee School of Entrepreneurship as an instrumentality charter school, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2008-2009 school year.

4. Milwaukee School of Entrepreneurship is currently located at 6914 West Appleton Avenue.

5. On October 23, 2008, the Board voted to approve a revised MPS instrumentality charter school model contract to become effective for the 2008-2009 school year.

6. On June 25, 2009, the Board approved a three-year contract with Milwaukee School of Entrepreneurship, beginning on the first regularly scheduled day of the 20009-2010 school year and ending on the last regularly scheduled school day of the 2011-2012 school year. The Board authorized the Board President and the Superintendent to execute the contract.

7. The contract is based on the charter school's full-time-equivalent (FTE) count for up to 181 pupils. The current contract specifies services for 180 FTEs in grades 11 through 12.

8. The September 2008 state aid enrollment count was 193 students, including 29 students (15%) with special education needs.

Administration's Analysis

9. On November 18, 2010, representatives from MPS met with the staff at Milwaukee School of Entrepreneurship (MSE) to discuss the move from the current location to the John Burroughs site. The staff members were in full agreement with the move.

10. The school is currently located at 6914 West Appleton Avenue, and will be moving to the John Burroughs building located at 6700 North 80th Street. MSE will occupy a portion of the third floor of the Burroughs building.

11. The current facility does not allow enhanced educational programming aligned with the school's current program. The Burroughs' facility is equipped with the technical supports necessary to accommodate advanced technology to enable students to compete with their peers in the 21st Century.

12. The new location will provide a continuum of educational services that the current facility does not. MSE students will have access to Burroughs' gymnasium, auditorium, and cafeteria.

13. The space that the MSE community will be occupying at the Burroughs' facility is much larger than the space they are currently in, which will allow the school to increase its enrollment.

Strategic Plan Compatibility Statement

14. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Statute, Administrative Policy, or Board Rule Implication Statement

15. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

16. This item does not authorize expenditures. The estimated cost for relocating Milwaukee School of Entrepreneurship from their current location to the Burroughs' site is $47,000. Funds are available for moving costs in the Construction Fund move/remodel line: account code FAR 0 0 MRP DW ECNCMIS1.

Implementation and Assessment Plan

17. The attached renewed instrumentality charter school contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the modified contract as attached to the minutes of your Committee's meeting.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under $25,000; Monthly Report on Vendors with Cumulative Contract Amounts over $50,000; and Acceptance of Donations

Award of Contracts

Contracts recommended for award in December 2010 are listed below. Adequate funding is available in the accounts as noted.

PROFESSIONAL SERVICES CONTRACTS

Civil Engineering Design Services for
Playground & Parking Lot Reconstruction Projects

Audubon Middle/High & Wedgewood Park International Schools

Prime Contractor
DAAR Engineering, Inc.
325 E. Chicago St., Ste. #500
Milwaukee, WI 53202

Lowest Responsive Bidder, Base Bid of $29,400.00

Prime Contractor Info

HUB
- Certified ..... Yes
- Total # of Employees 162
- Total # of Minorities 22
- Total # of Women 46
- Required 10%
- Submitted 100%
- $ Value $29,400,00

COIN
- Required % 0%

Student Engagement
- Paid Employment (Required Hours) 0
- Educational Experience (Required Hours) 20

Funds are budgeted for the Audubon Middle/High & Wedgewood Park International Schools civil engineering and design services for asphalt playground and parking lot reconstruction projects from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSAD ECNGND0 (Project No. 1580, Work Order No. 060247) and FAR00MMSBE ECNCGND0 (Project No.1581, Work Order No. 060251).

The proposed contract is provided under separate cover.

EQUIPMENT PURCHASES

Chiller Equipment

Gwen T. Jackson (21st Street) School

Prime Contractor
Masters Building Solutions
2241 S. 116th Street
West Allis, WI 53227

Low Bidder, Base Bid of.....$131,695.00

Funds are budgeted for the Gwen T. Jackson (21st Street) School chiller equipment replacement project from FY10 Major Maintenance Construction funds, contracted services for heating & ventilation, account code FAR00MMS21 ECNCHVA0 (Project No. 1168, Work Order No. 005392).

Budget Code.....FAR00MMS21 ECNCHVA0
Budget Amount $131,695.00
HUB % proposed.....0
Total HUB $ 0

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5580 INCREASE IN A BLANKET CONTRACT WITH LIGHTSPEED TECHNOLOGIES, INC., FOR ALL-IN-ONE CLASSROOM AMPLIFICATION SYSTEMS

The Administration requests authorization to increase a blanket contract with Lightspeed Technologies, Inc., to provide infrared all-in-one classroom amplification systems.

In response to B-5580, a blanket contract for classroom amplification systems was awarded to Lightspeed Technologies, Inc., to run from April 30, 2010, through April 29, 2013. The system includes strategically installed speakers, a receiver, and two wireless microphones that transmit the teacher's voice uniformly throughout the classroom. Research documents the system to be effective in improving students' academic success and in decreasing the number of teacher absences related to vocal fatigue or illness.

In April 2010, the Board authorized expenditures of $63,792 against the contract to equip 75 classrooms with the system.

The Administration now requests additional expenditures of $42,350 against the blanket contract to equip 50 classrooms in seven additional schools.

Budget Code.....GEN0ISQ1DW ESUP
Budget Amount $42,350
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

B-5601 (REBID) CONTRACT WITH SNAP-ON INDUSTRIAL FOR AUTO SHOP EQUIPMENT FOR PULASKI HIGH SCHOOL

The Administration requests authorization to enter into a contract with Snap-on Industrial, a Division of IDSC Holdings LLC , the low complying bidder, to provide auto shop equipment to Pulaski High School.

These items are requested by the Facilities and Maintenance Service Division.

Budget Code.....00 MRS PK ECNC
Budget Amount $69,520.23
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of October 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 665,649	$ 83,227,266	$ 888,303,596	9%
Categorically Aided	278,518,084	46,403,569	324,921,653	12,753,749	30,766,427	294,155,226	9%
School Nutrition	41,100,000	801,790	41,901,790	2,089,926	2,130,113	39,771,677	5%
Construction	31,754,342	65,076,477	96,830,819	149,938	179,222	96,651,597	0%
Extension	16,263,424	2,506,324	18,769,748	36,744	784,992	17,984,756	4%
Total All Funds	$ 1,324,973,871	$ 128,981,001	$ 1,453,954,872	$ 15,696,006	$ 117,088,020	$ 1,336,866,852	8%

Below is a summary of expenditures as of October 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 88,679,075	$ 356,846,120	$ 614,684,742	37%
Categorically Aided	278,518,084	46,403,569	324,921,653	26,436,666	110,242,045	214,679,608	34%
School Nutrition	41,100,000	801,790	41,901,790	3,151,263	9,025,393	32,876,397	22%
Construction	31,754,342	65,076,477	96,830,819	3,519,700	96,830,819	0	100%
Extension	16,263,424	2,506,324	18,769,748	967,873	5,329,250	13,440,498	28%
Total All Funds	$ 1,324,973,871	$ 128,981,001	$ 1,453,954,872	$ 122,754,577	$ 578,273,627	$ 875,681,245	40%

[1]Represents Board-approved transfers during fiscal year 2011 and appropriations for purchases encumbered in Fiscal Year 2010.

Respectfully submitted,

Gerald Pace
Chief Finance Officer

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Director's action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through October 31, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through October totaled $356,846,120, or 37% of the revised budget.

District Contingent Fund

The balance at October 31, 2010, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 500,000
Approved Transfers:	
Reduce contingent fund account by 25% (October)	($ 125,000)
Balance — October 31, 2010	$ 375,000

Construction Fund

Expenditures, encumbrances, and commitments through October totaled $96,830,819, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through October totaled $5,329,250, or 28% of the revised budget.

Revenues and Expenditures:
Current Year versus Three-Year Average
As of October 31, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-yr Avg.	Current Year	3-yr Avg.
School Operations	9%	9%	37%	33%
Categorically Aided	9%	9%	34%	32%
School Nutrition	5%	6%	22%	21%
Construction	0%	2%	100%	99%
Extension	4%	5%	28%	33%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided with the minutes of your Committee's meeting, the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Monthly Report on Vendors with Cumulative Contract Amounts over $50,000

Contract #	Vendor ID	Vendor Name	End User	Contract Amount	YTD Contracts
C014874	V0686883	Milwaukee Teacher Education Center	MC — MacDowell Montessori School	6,000.00	745,375.56
August 16, 2010, through June 30, 2011 MTEC coach Michele Butz will provide up to 120 hours to provide support and build capacity by guiding new Garden Homes Community Montessori School contract. If for any reason, the MTEC coach(es) is/are unable to complete this contract, MTEC reserves the right to provide a substitute qualified coach for the duration of said contract.					
C014877	V0686883	Milwaukee Teacher Education Center	BV — Bay View High School	10,000.00	745,375.56
MTEC will provide an Instructional Coach for up to 200 hours. Carey Rehm will provide support and build capacity by providing instructional coaching for new teachers, providing leaders and staff improvement through focused development. This contact will include planning and preparation time as needed and monthly feedback to the principal.					
C014905	V004186	Board of Regents of the UW System	OW-Wellness & Prev. Rm 265	7,954.00	145,089.00
UWM shall specifically perform the following tasks: University of Wisconsin-Milwaukee Center for Urban Initiatives and Research will facilitate the implementation for the 2011 Youth Risk Behavior Survey. Workplan and budget are attached. UWM shall provide, at its own expense, all personnel required to perform the services under this Contract. This Contract shall be in effect from October 25, 2010, through February 28, 2011. Please see contract for full scope of services.					

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Beulah Brinton	Bay View Bicycle Club	$500.00	Supplies as needed
Bryant	Blessed Savior Parish	Undetermined	Hats, gloves, scarves, ear warmers
Burroughs	Dr. Eugene Philipp	$100.00	Student attendance and achievement
Community High School	Milwaukee NARI Foundation	$600.00	Woodshop class materials
Congress	Wells Fargo	$46.20	Matching gift program
Dover	Anonymous	$50.00	Rug for library
Dover	Stan Doty	Priceless	US flag that flew in Iraq
Fifty-third St.	Milwaukee Bucks	$3,068.00	104 Bucks tickets for 11/6/10 game — student incentives
Garland	Kohl's	$500.00	Donation
Hawthorne	Lincoln Park Community Center	$2,888.00	144 pairs of deck shoes for students and their families
Hopkins	Wife of Fred Carr (former principal)	$250.00	Mittens, gloves, hats, and scarf fund
IDEAL	Daniel Goldberg	$100.00	After-school recreation program
King IB	Title 1 and School Support from DPI	$2,000.00	Teacher training
Milwaukee Public Schools — Homeless Program	Feed the Children	$171,692.11	Backpacks w/school supplies, books, snack packs (food boxes)
Milwaukee Public Schools — Office of Family Services	World Bearquarters: Build-a-Bear	$10.00	$10 Cub cash

School	Donor	Amount	Gift or Purpose
Milwaukee Public Schools — Office of Family Services	Green Bay Packers Community Relations	$51.80	Two Packer hats and mugs for giveaways at parental involvement activities
Milwaukee Recreation	Lynn Larkins	$300.00	200 sewing fabric patterns
Milwaukee School of Languages	John Olson	$100.00	Push lawn mower
Northwest Secondary	Kulae LLC	$310.00	10 Kulae yoga mats.
Pierce Elementary	Target	$63.44	School needs
School-to-Work	Boston Store	$490.00	Student aid fund
Starms Discovery	WI DNR	$430.00	School supplies
WHS Info Technology	MSOE	$250.00	Fair support
Zablocki	Jackie Dodge	$100.00	Student books
Zablocki	AT&T	$385.00	77 student dictionaries

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
2	Constance Beard Special Services	School Nurse Associate $23,120.93/yr.	01-10-11
5	Mathew Buske Fac. & Maintenance Services	Building Laborer $50,640.00/yr.	11-15-10
3	Peter Gencuski Fac. & Maintenance Services	Building Laborer $50,640.00/yr.	11-15-10
5	Michael Greenmeier, Jr. Fac. & Maintenance Services	Building Laborer $50,640.00/yr.	11-15-10
2	Michael Lesueur Fac. & Maintenance Services	Recreation Inventory Supply Clerk $42,912.98/yr.	12-13-10
2	Percy Perry Fac. & Maintenance Services	Building Laborer $50,640.00/yr.	11-15-10
2	Tameika Robinson Special Services	School Nurse Associate $28,419.64/yr.	01-10-11
5	Steven Sanders Fac. & Maintenance Services	Building Laborer $50,640.00/yr.	11-29-10

Promotions

2	Elliott Anderson Building Operations	School Engineer I $37,223.21/yr.	11-15-10
5	Quinn Kopplin North Division	School Engineer IV $59,802.60/yr.	11-15-10
2	Michael Powell Building Operations	School Engineer I $37,223.21/yr.	11-15-10
2	Ulyssees Robinson Wedgewood Park	Boiler Attendant Trainee $30,660.95/yr.	11-29-10
5	Timothy Yanasak Transportation	Transportation Assistant - Tech. Srvs. $51,349.02/yr.	11-22-10

Changes in Status

Laura Moore[1] 53rd Street	School Secretary I $29,038.17/yr.	12-20-10
Deanna Scholz[2] Lincoln Avenue	School Kitchen Manager $28,578.96/yr.	11-09-10
Lisa Van Plew[3] Doerfler	Handicapped Children's Assistant $16,015.77/yr.	11-10-10

[1]From 12-month to 10-month
[2]Reclassification of Food Service Mgrs. per Local 150 Food Service contract
[3]From General Educational Assistant

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,r	Francisco Abundis Cross-Categorical — Special Education	B	$35,729.00	1	10/11/2010
4,r	Dora C. Chapa-Krueger Cross-Categorical — Special Education	B	$35,729.00	1	11/17/2010
3,r	Eric R. Hanson Cross-Categorical — Special Education	B	$35,729.00	1	08/30/2010
5,nr	Jaye R. Hassinger Cross-Categorical — MRP/EBD	B	$35,729.00	1	11/16/2010
5,nr	Elizabeth C. Kane Spanish	B	$35,729.00	1	11/29/2010
5,r	Chasidy E. Simplot Science	B	$35,729.00	1	11/05/2010

Approval of Leaves of Absence

	Present Assignment	Effective from
Illness Leave, January 2011:		
White, Patricia	Itinerant	November 17, 2010
Illness Leave, June 2011:		
Beck, Linda	Itinerant	August 30, 2010
Personal Leave, June 2011:		
Buss, Teresa	Itinerant	October 25, 2010
Hansen, Jacquelyn	Hayes	January 24, 2011

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Amanda Apollo	Teacher	07/01/10
Erin Beehner	Teacher	11/17/10
Cullen Carey	Teacher	06/15/11
Kristina Carr	Teacher	12/31/10
Iris Colon	Teacher	12/31/10
Nicole Dowling	Teacher	12/22/10
Mary Elsner	Teacher	11/17/10
Martha Elson	Teacher	11/13/10
Laura Friedman	Teacher	11/09/10
Karen Kapp	Teacher	12/21/10
Bonnie Liss	Teacher	11/30/10
Sandra Martin	Teacher	11/12/10
Cathleen Mathews	Teacher	11/23/10
Keith Matzkanin	Teacher	11/19/10
Rhiannon Misurelli	Teacher	06/15/11
Gary Ringel	Teacher	01/20/11
Gail Rucker	Teacher	12/30/10
Kate Rutkowski	Teacher	11/08/10
Gwaub Thao	Teacher	12/13/10
Solmarie Wolfe	Teacher	12/17/10

Classified Retirements

Name	Position	Effective Date
Veronica Ariens	Tech. Support Supervisor	11-01-10
Johnny Burnom	Bldg. Service Helper I	11-13-10
Sharon Livingston	General Ed. Assistant	11-15-10
Beverly Nelson	School Secretary I	11-13-10
Henrietta Robinson Avant	School Secretary I	11-16-10

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Ahmed, Sana	Bingen, Margaret A.	Carpenter, Kelly M.
Aicher, Jennifer M.	Blandon, Fritz A.	Carpenter, Megan M.
Alger, Ashley K.	Bode, Erin C.	Chamberlain, James A.
Amu, Ewaohi I.	Bollow, Stephanie J.	Colby, Whitney N.
Anderson, Kara C.	Bond, Myles A.	Concha Beirs, Wendy M.
Andrews, Shelley R.	Bowes, Brittany L.	Cook, Leslie E.
Arguello, Katie J.	Boxill, Heather M.	Coolidge, Sarah A.
Banini, Sika R.	Boyle, Catherine A.	Crawford, Janelle E.
Barofsky, Katie J.	Brazelton, Lisa	Cronwell, Karn E.
Bartley, Jessica	Bree, Jeannette E.	Curtis, Colleen G.
Beermann, Nicholas Y.	Brown, LaDaska M.	David, John C.
Bell, Todd L.	Brown Williamson, Susan	DeFalco, Annie E.
Bellehumeur, Sarah A.	Burgos Rivera, Rafael	DeGroot, Deirdre A.
Berg, Julie D.	Burtard, Tina M.	Dejohnett, Gunsby
Beveridge, Laura M.	Calcese, Christina E.	Dekutowski, Michelle M.

Dones Canario, Noemi
Doolittle, Charles F.
Doyle, Candace
Duran, Guerrero
Eannelli, Jill B.
Edwards, Erin E.
Errek, Kathryn M.
Ewald, Rachelle B.
Falsetti, Steven M.
Flikkema, David A.
Flores, Lorinda M.
Ford-Pierce, Shaunta
Fouliard, Daniel J.
Froh, Meghan A.
Garcia, Hilda E.
Garvey, Michael L.
Gelting, David R.
Goss, Meghan E.
Gruen, Constance M.
Grzesk, Christine M.
Gullickson, Eric T.
Guth, Amanda M.
Hagen, John J.
Halverson, Chris G.
Hanson, Erick
Hanson, Jennifer L.
Hanson, Jerryl A.
Haralson, Monique M.
Hawkins, Jennifer
Hay, Angela K.
Hayes, Katherine
Heidenreich, Mandie L.
Henze, Justin M.
Hightower, Jamie L.
Hoffman, Micah C.
Hosea, Tiffany L.
Innab, Sara
Jablonski, Sarah M.
Jackson, Reginald U.
Jeter, Mark L.
Johansen, Steven J.
Johnson, Erica J.
Jungmann, Steven G.
Kamphoff, Katherine A.
Kauffman, Jonathan J.
Kitt, Bonnie L.
Kjaer, Christopher E.
Klanderud, Jamie L.
Koeppen, Joseph P.
Konek, Melissa A.
Landers, Michael W.
Lawler, Andrea K.
Locke, Susan H.
Lowell, Kristen M.
Lowerre, Ronald R.
Luer, Danielle M.
Marschall, Esther S.
Mattox, Brandon A.
Matzkanin, Keith A.
McCallum, Brad D.
McCarthy, Patricia A.
Medico, Lucia M.
Mesa, Kathy L.
Michaels, Ryan J.
Michalakes, Joseph J.
Miller, Megan C.
Monfre, Daniel J.
Monfre, Laura J.
Montezon, Christopher
Moodie, Meredith L.
Moss, Margaret B.
Munoz, Jose J.
Mustapich, Gregory J.
Navarre, Eileen R.
O'Connell, Carolyn
O'Connell, Lisa J.
Ortiz, Jaime L.
Owens, Rhonda
Panoch, Deborah L.
Pass, Shoshannah L.
Pate Tyler, Melita
Patron, Ricardo D.
Pax, Ann M.
Pelsue, Danielle M.
Philippe, Natalie M.
Piepenbrink, Ashley A.
Planavsky, Lila S.
Poehnelt, Emily P.
Pollard, Marquel
Quinn, John R.
Reed, Tawona L.
Reeves, Rachael H.
Reinersman, Megan L.
Rhymes, Phillip
Riehle, Meghan L.
Rivas Castillo, Josephine
Robertson, Annette R.
Robinson, Amber R.
Robles, Nora E.
Rodriguez, Julio R.
Rodriguez, Rachel M.
Ruano, Jasmina M.
Sadowski, Heidi L.
Sanders Beavers, Natasha
Sandman, Elizabeth K.
Sanguinetti, Marie A.
Schaufler, Ryan M.
Schimmel, Jessica E.
Schlesinger, Kimberly A.
Schlichtholz, Leah E.
Scott, Michelle
Sensibar, Jordan R.
Shaw, Diane R.
Shaw, Sara R
Sheehan, Mary Ellen
Shinkle, Sarah A.
Sibley, Heather M.
Silberman, Erica
Singh, Ranjit
Sisneros, Aaron M.
Smith, Dana K.
Solochek, Emily E.
Sorenson, Justin J.
Speer,Emily J.
Spiering, Aaron C.
Stewart, Michael A.
Storey, Traci J.
Streff, Rachel E.
Taghikhani, Jamie M.
Takiguchi, Kara M.
Tjader, Linzy A.
Torres, Tita
Trkulja, Jelena
Valenzuela, Genesis L.
Vaughn, Rebecca J.
Velazquez, Damaris L.
Vieth, Aaron T.
Virlee, Sarah E.
Voigtlander, Amanda L.
Voth, Elizabeth J.
Ward, Anne N.
Wellinghoff, Elizabeth A.
Williams, Rhonda R.
Willis, Megan M.
Wolfe, Hannah C.
Yardley Catlett, Kristee

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semester)

Asik, Sue Ellen
Barnes, Theresa A.
Benedetto, Saruccia M.
Borzym, Jessica K.
Carter, Gwendolyn E.
Clayton, Joseph T.
Coker, Julianah
Conyers, Morgan A.
Cox, Carla L.
DeBus, Nicole L.
Diaz, German A.
Dorow, Laura C.

Ellison-Sanders, Michelle
Eppelsheimer, David V.
Esquin Smyczek, Ana
Fouad, Lubna M.
Fowler, Creasie N.
Garcia, Abraham
Goeb, Rose Mary
Jansen, Tracy N.
Jaschob, Amy A.
Joubert, Carolyn J.
Kalt, Kathryn C.
Kelley, Eli A.
Krell, Megan M.
LaBadie, Adam
Lawrence, Ryan J.
Lijewski, Barbara A.
Lingo, Jeffrey A.
Maiden, Lyniece
McIntyre, Caitlin K.
Miller, Megan M.
Muhlenbeck, Nicole
Mura, Megan E.
O Byrne, Christopher L.
Onorato, Nicolo C.
Otero, Lara C.
Owcarz, Kimberly L.
Pelkowski, Sandra L.
Ramos, Jose
Reed, Brandite E.
Rivera, Mario J.
Salo Olson, Cristina E.
Seitz, Jeanette
Sivek, Erin E.
Smith, Susan L.
Smith, Charlene A.
Stewart, Roosevelt
Svanoe, Liv
Tweedy, Kristy L.
Velasques, Meghan R.
Vernon, Brey I.
Waechter, Lee
Waldron, Andrea M.
Washington, Ginger L.
Weber, Jill M.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Adame, Marisol
Adedokun, Oludare A.
Alarcon, Irene D.
Aldape, Leticia
Alfaro, Nicole M.
An, Lin
Anderson, Allyson J.
Anderson, Julie A.
Andrekopoulos, Matthew
Andrews, Sarah L.
Annis, Richard C.
Antoniewicz, Samantha
Arnold, Katie J.
Arroyo, Marie
Baka, Anne R.
Baker, Thomas P.
Barber, Amanda L.
Barrett, Kristine M.
Bart, Cecelia G.
Baughn, Georgianna C.
Beamon, Annette A.
Berkaoui, Abderrahim
Biles, Makisha T.
Bleier, Jeff T.
Bodmer, Natalie J.
Boettcher, Dominic V.
Boyle-Scott, Emery L.
Breitbarth, Erica A.
Brinks, Audrey E.
Brooks-Lipor, Lindsey M.
Buendia, Nicolas E.
Bultman, Jeanette
Cahill, Maryellyn
Carey, Christine M.
Cartwright, Joseph R.
Cavins Flores, Marina
Chavez, Zoila M.
Chiappa, Richard D.
Cipullo, Steven M.
Coleman, Lauren M.
Collins, Eamonn M.
Cooley, Kenneth M.
Corbett, Alecia A.
Cornelius,Jane H.
Cournia, Shane R.
Daramola, Andrew A.
DeLeo, Emily L.
DeSmet, Jennifer L.
Dettmann, Paul E.
Diaz, Pamela J.
Dickerson, Leslie A.
Dirkman, Aaron T.
Dittl, Thomas H.
Dlapa, Nicholas J.
Dobberstein, Amanda
Doll, Shannon E.
Dool, Rachel
Dorau, Joseph J.
Doucette, Terri L.
Douthitt, Robert L.
Dowling, Maeve F.
Dunbar, Erin C.
Dunnum, Michelle L.
Dyer, Katherine M.
Ebbinger, Jody L.
Eide, Brad D.
Elliott, Cassie R.
Elson, Martha K.
Esquivel, Sandra R.
Fails, Brooke J.
Fakharzadeh, Stephanie
Fazio, Mary E.
Feiker, Jay G.
Felsman, Kara M.
Ferrer, Beatrice K.
Fessenbecker, Stephanie
Fischer, Joshua C.
Fischer, Alisha R.
Ford, Michael J.
Frahm, Katie M.
Franke, Emily
Frey, Melissa M.
Funk, Jessica L.
Gabor, Alan J.
Gagnier, Matthew J.
Garl-Monfeli, Jana L.
Gary, Rodney E.
Gautier, Heather L.
Ghassoul, Cherifa
Gigot, Kalyn M.
Glaeser, Steven
Godoy, Emmanuel
Green, Daniel M.
Griffey, Joshua D.
Grissom, Ellen K.
Gurda, Nikolai J.
Gutbrod, Shane P.
Hahn, Emily E.
Harper, Heather A.
Harter, Amy E.
Hartung, Samantha L.
Hartzheim, Jennifer A.
Harvey, Colene S.
Hauch, Jill M.
Haug, Amy L.
Heckelman, Jannele
Henderson, Scott M.
Henze, Jennifer S.
Henzel, Nicole L.
Herbst, Calie J.
Hernandez, Brittani K.
Hetzel, Aimee M
Heyel, Rebecca
Hoffren, Cheryl L.

Holschbach, Jessica D.
Howard, Jennifer L.
Hubbard, Ansaya M.
Husting, Julie A.
Isabell, Karin D.
Jaeger, Justin R.
Jagiel, Lauren M.
Janiszewski, Kelly A.
Janusz, Emily M.
Jeffrey, Kristine L.
Jenkins, Maria J.
Jenouri, Kathleen M.
Jocham, Joshua A.
Johannes, Kerri A.
Johnson, Kathy S.
Johnson, Marolyn V.
Johnson, Ryan M.
Jones, Nolita C.
Keith, Alyson M.
Kelnhofer, Nina D.
Kemp, Gretchen E.
Kerkhoff, Molly
Kersting, Julie L.
Kim, Sun
Kimble, Jeremy J.
Kindred, Nicole M.
Klaybor, Leah A.
Kleczewski, Christine A.
Klein, Fabian
Knutson, Michael P.
Kobs,Megan A.
Kotlar, Jennifer D.
Kroeger, Michael S.
Krueger, Megan M.
Kuczmarski, Megan D.
Kuhn, Leslie A.
Kuxhause, Alex J.
Lallave, Gloria
Lasko, Stephanie M.
Laurenzi, Cathy M.
Lehn, Mary M.
Lennon, Sean P.
Leshok, Veronica O.
Lieber, Nancy L.
Lucas Foley, Angela R.
Lustig, Linda
Mabry, Nicole L.
Marks, Jonathan T.
Matczak, Scott T.
Maynard, Elizabeth S.
McCullough, Tianna R.
McGinley, Erick J.
McMurtry, Teaira C.
Meddaugh, Emily R.
Mercado, Jessica M.
Merriweather, Valerie D.
Meyer, Jennifer N.
Meyer, Franz M.
Mikolajewski, Yenh
Miller, Kenan J.
Miller, Caroline A.
Miller, Christopher R.
Miller, Tiffany M.
Miller, Wendy
Moore, Alicia P.
Moore, Pamela K.
Moore, Micheal A.
Moreno, Jeffery A.
Mortonson, Michael T.
Mothershead, Christian
Munes, Holly M.
Munson, Kristen A.
Murphy, Glen J.
Nardi, Meghan M.
Neilsen, Sarah
Neiman, Cassandra J.
Nelson Christensen, Amy
Neuendorf, Tracy K.
Nguyen, Michael
Nolan-Nakatsuji, Susan
Novara, Beth A.
Novara, Jan M.
Nulty, Aran V.
Nye, Elizabeth A.
O'Connell, Jennifer R.
Pantea, Thomas, M.
Parent, Rachel G.
Peacock, John M.
Peters, Darwin G.
Pinion, Luke D.
Pipkorn, Derek J.
Prochnow, Chelsea E.
Prostek, Wendy J.
Radzin, Monica T.
Ramos, Maria
Reamon, Jillayna S.
Reddy, Stacy
Redemann, Amber C.
Reynolds, James E.
Rezash, Lisa L.
Rhoades, Joseph K.
Rice, Dana L.
Riegert, Rebecca M.
Rivera, Magalys
Rogge, Linda S.
Roloff, Sara M.
Romero, Matthew R.
Saali, Stephanie R.
Sanders, Elizabeth A.
Santos, Jocelyn .A
Savage, Lara M.
Schalmo, Thomas C.
Schirpke, Julie M.
Schlinsog, Stefanie I.
Schmidt, Adam K.
Schneider, Kate M.
Schulz, Kerry A.
Seidel, Allison K.
Selleck, Meghan M.
Serna, Silvia A.
Serna, Linda A.
Severson, Joshua D.
Shick, Drew S.
Shine, David T.
Shockley, Scott A.
Shoemaker, Lindsay P.
Simmons, Andrew J.
Simunovic, Darko
Sklar, Nechama
Skupien, Rebecca A.
Sleider, Sarah A.
Sobol, Lydia A.
Soni, Shweta K.
Spoehr, Erin J.
St. Clair, Carolyn E.
St. Pierre, Dane C.
Stabelfeldt, Karen J.
Staten, Shenora
Steckel, Jeffrey W.
Stegemann, Elizabeth A.
Stelse, Chad A.
Strobl, Betsy A.
Svacina, Lauren L.
Sweeney, Kelly A.
Tan, Sim Yin
Thompson, Ryan R.
Tonies, Andrew A.
Verish, Cheryle L.
Vester, Sarah J.
Vickio, Angela M.
Vincent, Angela
Visor, Catherine M.
Vogt, Michelle C.
Wahlheim, Erin M.
Walenski, Maddie M.
Walker, Diane
Walsh, Susan M.
Ward, Joseph P.
Warning, Corrie
Watts, Ebony N.
Webb, Shannen L.
Weber, Terence D.
Weckwerth, Jacqualyn M.
Wehr, Randolph S.
Weidensee, Rochelle M.
Wendland, Fransheska
Werley, Anne M.
West, Jennifer K.

Wichgers, Joseph D.
Williams, Kelle A.
Williams, Kenneth T.
Williams, Micaela M.
Williams, Ralph V.
Williams, Darnise
Wilson, Penny L.
Wiltz, Karaline
Woo, Lia D.
Wood, Matthew J.
Wooden, Laura M.
Xie, Zongxian
Xiong, Dew
Yates, Bradley J.
Yusuf, Sonya M.
Zammit, Joseph A.
Zugel, Judith

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Albrecht, Roger D.
Algiers, Karen
Amaya, Victor E.
Arentsen, Matthew
Augustine Meghan C.
Ayala, Matthew
Baas, Jeffery C.
Balistreri Geib, Lisa A.
Bedwell, Michelle M.
Berger, Tammyann M.
Brown, Jason E.
Calmese, Jarrid
Case, Richard A.
Collins Neeley, Melanie
Condon, Kevin M.
Cummings-Ford, Shawanda
Diederich, Patricia R.
Doering, Matthew, J.
Droessler, Melissa M.
Ford, Raphael E.
Freitag, Darci
Goggins, Erika J.
Golon, Celia
Goodman, Trina K.
Greenmeier, Catherine J.
Hall, Rebecca M.
Heinen, Lindsay M.
Hernandez-Ayala, Angelica
Hill Campbell, Rolanda S.
Hobson, Latrice
Hodnett, Aleina A.
Jablonski, Kate M.
Johnson, Lori Y.
Jones, Morgan E.
Kaur, Inderjeet
Kooping, Justine M.
Lee, Christopher D.
Lor, Mai Yia
Matthews, Heather L.
Mayo, Tiffanie E.
McNicholas, Meghan E,
Melger, Therese M.
Morgan, Janelle
Nabawanda, Margaret
Perez Ortiz, Maria M.
Pletzer, Ashley E.
Poehler, Jennifer M.
Popovich, Jennifer M.
Riley, Zitoria L.
Roulette, Chad M.
Ruel, Susan
Rusch, Natalie
Rutkowski, Shelley L.
Schenk, Amanda O.
Schmitz, Timothy A.
Schwarz, Lisa A
Shirley, Tierra S.
Steffens, Natalie A.
Teeter, Nicole
Tendick, Shane M.
Trejo, Jose D.
Vance-Curzan, Emily
Wall, Jane M.
Wegner, Jessica

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Allemang, Erica A.
Alvarado, Lucien X.
Anderson, Bridget
Andrus, Holt A.
Anyanwu, Chukwuka O.
Aranda, Margarita
Arendt, Carol A.
Arentsen, Tanya L.
Armstrong, Andrea M.
Arndt, Natalie K
Arnhold, Susan
Bailey, Kathryn
Baker, Samantha A.
Barillas, Berta
Barillas, Leticia
Barrie, Terri L.
Barry, Christopher M.
Baumann, Corey B.
Bautista, Antonia
Behrend, Shaun R.
Beveridge, Elizabeth
Bianchi, Gina
Birenbaum, Christopher
Blick, Gregory J
Blunt, Kathryn
Botelho, Angela R.
Bradford, Robin .J
Brice, Donnell D.
Bridges, Kristin D.
Broch, Elliot L.
Brodsko, Kristine E.
Brownmiller,Tamekia R.
Brueggeman, Anna M.
Brueggemann, Gary
Bufkin, Nancy
Burress, Starlett M.
Cabraal, Priyan A.
Calvin, Dannette L
Campion, Melissa P.
Case, Lisa J.
Castaneda, Michael G
Caven, Rachel A.
Cerar, Sarah I.
Chambers, Lori A.
Chenault, Loribeth G.
Christiano, Megan M.
Cisneros, Lauren E.
Citchen, Darrell L.
Clancy, Ryan M.
Cody Jennifer
Coffey, Brian D.
Collins, Kelly M.
Colunga, Fabiola
Contreras, Maryna V.
Conway, Rachel K.
Cramer, Donald K.
Crandall, William H.
Crawford, Judith A.
Crivello, Karyn J.
Cruz, Angela C.
Cunningham, David L.
Cunningham, John C.
Cushing, Amber J.
Dallas, Dreanna C.
Darling, Nina A.
Davis, Angela M

DeFelice, Sean B.
Degroot, Allison P.
DeLutio, Andrew C.
Devine-Grimslid, Eileen
Dienberg, Zachary H.
Donley, Myia A.
Drummond, Julie L.
Duesler, Emily R.
Duncan, Raymond A.
Dunlap, Meghan
Durden, Curtis W.
Durham, Ebonie F.
Ebel, Laura L.
Enright Jr., Thomas F.
Enters, Mark D.
Erdmann, Rachel
Estremera, Jose R.
Feldmann, Jamie L.
Fennelly, Stephen D.
Fenton, Patricia A.
Figlesthaler, Anna J.
Fischer, Nancy C
Fischer, Tryphena M.
Fishbach, Jeffrey
Fisher, Laura M.
Flowers, Kamaria L.
Folaron, Terisa A.
Fraley, Amanda S.
Franson, Sarah A.
Friedman, Nicole M.
Galindo, Itzel M.
Garcia-Mendez, Esperanza
Gautier, Heather L
Gerow, Joanna J.
Glembin, Renee L
Goggins, Erika J
Goggins, Kelly J.
Goodreau, Stacy J.
Gray, Martha J.
Grzybek, Angela
Gustin, Shannon R.
Guzman, Naomi R.
Haase, Benjamin R.
Hackbart, Carrie
Haese, Carrie L.
Hagen, Amanda M.
Harrison, Catherine E.
Harrison, Jennifer L.
Hartke, Danielle
Harvill, William P.
Hazelwood, Thance A.
Helms, Jessica L.
Henze, Autumn F.
Hernandez, Vicente.
Hernsheim, Melissa L
Herro, Dan
Hockers, Sara M.
Hoehnen, Paul J.
Howland,Elizabeth E.
Hrdina, Jodi B.
Hubbard, Darrell E.
Hutchins, Shamika S.
Ippoliti, Justin W.
Jaksic, Michelle R.
James, Jill M.
Janquart, Richard
Johnson, Donald L.
Johnston, Chip L.
Kania, Michael
Kaphaem, Emily J
Kelly, Tamika L.
Key, Jason D
Kielpikowski, Dawn M.
Killoran, Robin A.
Kirkendoll, Dartanyan
Kittelson, Christine A.
Kittelson, John M.
Klick, Andrea J.
Klopp, Stefanie L.
Knueppel, Aaron K.
Kober, Allison L.
Kohler, Susan M.
Kolanko, Angela D.
Konz, Joshua A.
Kotowicz, Matthew J.
Krejcha, Julie L.
Krueger, Kirk M.
Krull, Steven
Krzos, Sarah J.
Krzyzewski, Christine S.
Kubicek, Mark A.
Lange, April N.
Lange, Stephen J.
Lantto, Kristen
Lasky, Jeffrey M.
Laster, Delicia M.
Lawson, Garry R.
Leasure, Seth
Lee, Kristin L.
Ligocki, Brian T.
Limberger, Lisa A.
Lippert Goodwin, Jason
Loomis, Allison J
Lopez, Jennifer L.
Lopez, Martha A.
Lopez-Torrez, Berenice
Luna-Vargas, Erica A.
Mackyol, Kecia I.
Magar, Cassandra L.
Magnuson, Mark A.
Malak, Kim
Maloney, Thomas
Manley, Timothy C.
Marx, Christopher J.
Masek, Joan
Mathys, Lindsey A.
May, Karen E.
McCubbin, Tracy B.
McGilligan Bentin, Kyle
McKenna, Eamon S.
McLaughlin, Katie
Mears, Sarah E.
Moore, Michael
Moran, Cori L.
Morgan, Sara A.
Morrison, Kathleen M.
Moss, Kristine
Munoz, Angela
Murphy, Adam
Myers, Christopher J.
Neitzke, Sarah R.
Nemitz, Kathleen M.
Nickel, Amanda M.
Niemi, Laura P.
Nill, Natascha
Nolan, Terri E.
Noonan, Amanda M.
Nuernberg, Kathryn A.
Nunez, Blanca .E
O' Connor, Stephanie S.
Oaks, David S.
Ortega, Patricia D.
Palmer, Betty J.
Panos, Tanya M.
Perez, Jose I.
Perry, Tamera S.
Peterson, Abby A.
Peterson Karen L.
Petri, Megan
Pietrzak, Deanne
Piontek, Kyle R.
Platow Dena A
Pluta, Breanne
Podoll,Tyler C.
Poethig, Nicholas W.
Pordon, Stacy L.
Poytinger, Matthew
Prosen, Stephanie C.
Purdy, Melisa M.
Randall, Stephen E.
Rankin, Jamie
Reese, Melody
Reid, Carrie A.
Resch, Kyle W
Reyes Guzman, Pedro N
Riedas, Lora Jane
Riggenbach, Ellen E.

Rivas, Ingram G.
Rivera, Marielle
Robinson, Angela
Robinson, Krishana D.
Rochon, Andrew S.
Roehrig, Nathan J.
Rojas, Kristine E.
Roskopf, Kory B.
Ross, Katie A.
Roushar, Margaret A.
Ruiz Martinez, Maria J.
Rupnow, Josh S.
Ruppel, Quinn F.
Sandrin, Rochelle R.
Santiago, Emerita
Scartozzi, Leticia
Schiebenes, Kevin J.
Schinker, Melissa M.
Schmeling, Patricia A.
Schmidt, Amanda
Schmierer, Maryjean
Schnorenberg, Kendra K
Schramm, Rachel
Schuh, Katrina L.
Schwei, Amy E
Shefferly, Christopher J.
Shoffner, Sharon C.
Silva-Krieger, Martha L.
Simons, Lisa D.
Skoropat, Michelle
Snieg, Nathan P.
Sonnabend, Sara L.
Spinks, Jessica L.
Stadler, Jaime L.
Staufiger, Monica L.
Steffes, Zachary A.
Stewart, Mary E.
Stovall, Jeffrey L.
Strachota, Margaret M.
Sumner, Jessica L.
Sweda, Jill A.
Tao, Patrick K.
Taylor, Larresa D.
Tellefsen, Dena H.
Torres-Ilk, Kristina M.
Tovar Juarez, Milagros
Trejo, Rocio
Turner, Deshaune N.
Van Lieshout, Monica M
Veriga, Joseph P.
Wagner, Elizabeth
Wagner, Katie A.
Wakefield, Kathleen M.
Waldhart, Claire E.
Walker, Amanda J.
Wallace, Tara
Walsh, Laura B.
Wasileski, Kate E.
Weber, Steven J.
Weingrod, Moriah
Wenger, Melissa J.
Wiegand, Richard S.
Wierer, Lukas D.
Wilder, Cynthia L
Williams, Geoffrey A.
Williams, Marvin T.
Wisinski, Karyn A.
Wolters, Estelle M.
Xiong, Linda
Xiong, Miy
Ziegler, Rachel A.
Zorn, Anna M.
Zorro, Milton G

TEACHERS AND TEACHER LIBRARIANS

(Completing Six Semesters)

Abdal-Bari, Aminah
Adriansen, Heidi,
Albrecht, Renee N.
Anderson, Jenna
Andrzejewski, Laine
Arnhold, Susan
Balistreri, Adriana
Barrie, Terri L.
Bartel,Brett A.
Bidne,Angela J.
Bolinski, Megan
Brandt-Johnston, Karen L.
Briseno Alonso, Armando
Brossman, Larae
Bruce, Nina J.
Burress, Michael D.
Butts, John C.
Casas, Zaachila L.
Cerar,Sarah I,
Clayvon, Kendall L.
Dederich, Emilie
Delaney, Mark A.
Duellman, Joseph
Dunlap, Meghan
Erdmann, Brian D.
Farrington, Charonda P.
Ferguson, Chequetta C.
Garcia, Jose E.
Garland, Heath
Gerou, Shawn
Glueckstein, Jennifer K.
Harmon, Carolyn
Harmon, Matthew
Herro, Dan
Hetzel, Erin M.
Hintzelman, Lisa L.
Horn, Karen D.
Horowitz, Donna R.
Hoyt, Stacy M.
Hufschmidt, Jennifer
Jackson, Kelly D.
Janicki, Jane C.
Janowski, Susan K.
Johansen, Greta A.
Johnson, Melissa
Kalmer, Janet
Kania, Michael
Klimas, Jodie E.
Krawczyk,Jennifer L.
Kubicek, Mark A.
Lassila, Jenna
Leasure, Seth
Ledger, Jodi L.
LeFlore, Kim
Liimatta, Susan G.
Loss, Andrea M.
Lotz, Kathleen R.
Lueschow, Jillian
Lynhiavu, Mailunhia
Lyons, John
Magolan, Alica L.
McGraw, Maud C.
Mitchell, Lora K.
Nolan, Terri E.
O'brien, Timothy
O'Donnell, Megan E.
Oswald, Jennifer
Papageorge, Despina
Pequeno,Yuliana G.
Petri, Megan
Pfaller, Christopher
Phelps, Kandi,
Pollard, Elizabeth
Prast, Melissa
Ramos, Erica
Rasmussen, Stephanie M.
Robles Rivera, Bernardo
Rohrer, Elizabeth I.
Romero,Kimberly,A
Ruppelt, Tara Cahill
Sanders, Lori A.
Sauer, Lesley
Scherer, Jennifer L.
Schoonover,Cynthia,

Skoropat, Michelle	Tempel,Melissa,J	Weinberg, Jesse
Smith, Patricia R.	Thao-Yang,Mainhia,	Wellinghoff, Andrew
Sowinski, Nicole	Todd, Amy	Whitney, Twannette
Stadler, Jaime L.	Vieaux, Stephanie C.	Wollenhaupt, Ross J.
Stetter, Elizabeth	Walczak,Sarah,R	Young, Brad K.
Strube, Karin L.	Wallock, Brittany	Zallar, Joshua
Taylor, Tawana T.	Wegner, Stephanie	Zielke, Nicole

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2010 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed and reappoint the probationary teachers and teacher-librarians listed, contingent upon proper Wisconsin certification.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 3) Monthly Report on Appointments and Reassignments of Principals And Assistant Principals and Action on Recommended Administrative Appointments and Promotions

Superintendent's Report

The Superintendent reports that the following individuals have been promoted or reassigned to the classifications indicated:

2(r)	Floyd Williams	Principal Roosevelt Creative Arts Middle School	Schedule III, 14Z $102,581
2(r)	Kathy Bonds	Principal Ralph Metcalfe School	Schedule III, Range 13Z $107,343

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon by the Board:

5(nr)	Christopher Nyman	Supervisor, Literacy Intervention Office of Chief Academic	Schedule III Range 09A $65,176
2(r)	Patricia Perry Wright	Human Resources Coordinator Office of Human Resources	Schedule III, Range 08A $81,142.04

Codes:

2	African American
5	White
r	Resident who must remain resident
nr	Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Action on Prevailing Wage Rates

Background

1. A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates is provided in the attachments to your Committee's meeting.

2. Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

3. Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages, pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304).

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as provided in the to your Committee's meeting, effective as of the dates stated.

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 5) Monthly Report of the Chief Accountability and Efficiency Officer

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Update on Current Projects

1. Project — Implementation of Contract and Grant IFAS modules and Bid Online

   a. On October 26, 2010, the Board of School Directors directed the Administration and the Chief Accountability and Efficiency Officer to jointly pursue the implementation of the grant-management and contract-management modules for IFAS, the district's financial system, as well as Bid Online, which could streamline the MPS bidding process and enhance its transparency.

   b. Representatives from the Office of the Chief Financial Officer and the Office of Accountability and Efficiency (OAE) met with Division of Technology leadership and key staff to discuss timelines and implementation needs and schedules.

   c. The District is implementing a major IFAS upgrade, from version 7.7 to 7.9. The upgrade should be completed by the end of FY11. The contracting- and grant-management modules to be implemented by the district also are version 7.9 and are designed to work with the upgraded IFAS system.

d. The district's FY12 budget process, which involves around-the-clock demand for IFAS availability, has begun and runs through June. Sungard, the IFAS vendor, is not available for implementation assistance until January. Given SunGard's availability and the district's budget schedule, the soonest potential dates available for IFAS implementation are in February and May.

e. Scheduling the IFAS upgrade implementation during "budget season" is high-risk because the upgrade requires that IFAS be unavailable to district staff, including the budget staff, for at least three days. Any change or "hiccup" in budget development could mean that the IFAS upgrade could delay work on the budget.

f. The Administration and OAE have jointly determined that it is in the district's best interest to fully implement the IFAS upgrade, the grant module, and the contracting module in a way so as to not to disrupt the budget process. A revised timeline is being established with SunGard (IFAS vendor), the Division of Technology, and Finance. No delay is recommended in implementing Bid Online, which is a stand-alone product.

g. Work will continue on all three IFAS products, despite later full implementation. The IFAS upgrade already is available in a test environment, and the Technology and Finance staff will continue to work in that environment to ensure a smooth transition when Version 7.9 goes live. Appropriate staff also will have an opportunity to work with the contracting-and grant-management modules in a test environment during the same time period.

h. The district has much less technology infrastructure in place for grant routing than it does for contract routing. As a result, implementation of the grant module will include a grants workflow and gap analysis to identify how grant-management practices in the district may be improved. There is no need to delay that work, which can get underway immediately.

i. The Division of Technology, at OAE's request, has developed a report to identify vendors receiving at least $50,000 in payments in a single fiscal year (see Item One of the Committee's agenda). The Division of Technology, working with the Division of Procurement, also has developed a report to "flag" contracts that bring the total amount of money awarded to a single vendor to more than $50,000.

2. Project — Development of OAE website

a. The Board in September 2010 adopted a list of duties for the Office of Accountability and Efficiency. The Board, in part, directed the Office to "create a website and maintain a strong internet reporting presence, publicizing district financial information, advancing fiscal efficiencies, and generally promoting transparency."

b. OAE has worked closely with the Division of Technology to identify content-management software that provides the stability and flexibility to meet the Board's expectations and OAE's needs. OAE eventually selected Wordpress, a nationally-recognized open-source platform that allows posting of a wide variety of content.

c. The Division of Technology provided invaluable assistance in designing and structuring the website. The site is operational in a test phase.

d. On October 26, 2010, the Board directed that "all contracts, capital leases, purchase agreements, professional service contracts, maintenance agreements, rental agreements, operational leases, construction or remodeling agreements, and any other contracts exceeding $50,000 or contracts with vendors which would result in a cumulative total exceeding $50,000 in any given budget year shall be published on the Office of Accountability and Efficiency's website."

e. OAE has worked with the Division of Technology and the Division of Procurement to establish a process by which to scan the contracts and post them on the website. OAE will work over the next several weeks to post the backlog of FY11 contracts that meet the criteria of the Board's directive.

f. OAE has distributed to Board members a memo seeking input on potential content types for the site. OAE will implement the suggestions as time and resources allow.

* * * * *

(Item 6) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 708 CONTRACTS WITH YWCA GREATER MILWAUKEE; JOHNSON ASSOCIATES, LLC; GREAT LAKES TRAINING; BDP & ASSOCIATES; S & J CONSULTING, LLC; CRITICAL MEASURES, LLC; SECTOR MANAGEMENT CONSULTING GROUP, LLC; AND IMANI ENTERPRISES FOR PROVISION OF DIVERSITY TRAINING TO MPS STAFF

The Administration is requesting authorization to enter into contracts with YWCA Greater Milwaukee; Johnson Associates, LLC (100% M/W/DBE); Great Lakes Training (100% MBE); BDP & Associates (100% M/W/DBE); S&J Consulting, LLC; Critical Measures, LLC; Sector Management Consulting Group, LLC; and Imani Enterprises to provide diversity training to MPS staff. These vendors will provide training that will improve how MPS staff recognizes and addresses issues relating to race, language, class, and ethnicity. Each participating school will select the vendor and the training which it will receive.

The vendors were chosen pursuant to RFP 708, which closed on November 1, 2010.

The contracts will run from December 17, 2010, through December 16, 2013. Individual dollar amounts will vary, depending on which contractors the schools choose, but the total amount not to exceed will be $200,000.

Budget Code ..... Varies by school
Budget Amount ..... NTE $200,000
HUB % set 0
HUB % proposed 0
Total HUB $ ..... TBD

RFP 616 CONTRACT WITH SPECIAL OPERATIONS SOFTWARE INC. ("SPECOPS") FOR ACTIVE DIRECTORY MANAGEMENT SOFTWARE — PASSWORD POLICY

The Administration requests authorization to enter into a contract with Special Operations Software Inc. ("Specops") to provide Specops's Password Policy & Specops Password Reset perpetual licensing, and technical support & maintenance — enterprise license special operations software to all MPS schools and departments.

The vendor was chosen pursuant to RFP 616. This will be a contract for one year for a total of $99, 960. There will be ongoing annual maintenance fees of $16,660. Funding is provided in the Microsoft Settlement account for maintenance.

Budget Code EQM-0-0-MSS-TC-EMTC
Budget Amount $99,960
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 7) Action on the Award of Sole-Source (Exception-to-Bid) Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following exception-to-bid contracts and purchases.

1. EXCEPTION-TO-BID CONTRACTS WITH VARIOUS MEDIA ENTITIES TO ADVERTISE MILWAUKEE PUBLIC SCHOOLS' LITERACY, THREE-CHOICE, AND BACK-TO-SCHOOL CAMPAIGNS

The Administration seeks authorization to enter into contracts with the media entities listed below to advertise Milwaukee Public Schools' literacy, Three-choice, and back-to-school campaigns.

The Administration seeks a waiver of the bidding requirements of Administrative Policy 3.09 because media buys do not reasonably fit the media purchases. This is because media purchases look solely to targeted demographic audiences and not to price.

The Administration will obtain quotes from the media entities to ensure that MPS receives the best pricing available and that expenditures are spread reasonably across the media companies listed below.

The collective amount of the media purchases will not exceed $125,000.

Television	Radio	Outdoor, Online, Sponsorships
• WTMJ NBC 4 • WITI FOX 6 • WISN ABC 12 • WDJT CBS 58 • Time Warner Cable (multiple networks) • Telemundo • Milwaukee Public Television (MPTV 10/36)	• WJTI AM 1460 El Sol • WJMR Jammin 98 • WMCS 1290 • Clear Channel Radio (FM 95.7, FM106, WOKY, WMIL, WISN News Talk 1130, and WKKV100) • B93.3 • WTMJ AM 620 • WKTI 94.5 The Lake • WUWM • WYMS 88.9 • Radio Disney	• The Sponsor Placement Company • OnMilwaukee.com • JS Online • Clear Channel Outdoor (iBoards, billboard, Amtrak/Greyhound Intermodal Station displays) • Lamar Outdoor (iBoards and billboards) • Clear Channel Busboards (Milwaukee County Transit System (MCTS) bus signage)

Budget Code.....INF-0-0-MED-IC-EADV
Budget Amount.....$125,000
HUB % set%..... 0%
HUB % proposed%..... 0%
Total HUB $.....$0

2. PURCHASE OF SUPPLEMENTARY LITERACY MATERIALS FOR K-8 STUDENTS WITH DISABILITIES FROM HOUGHTON MIFFLIN HARCOURT AND FROM MCDOUGAL-LITTELL

The Administration seeks authorization to purchase supplemental literacy materials for K-8 students with disabilities.

In July 2010, the Board approved the literacy (reading) adoption for grades preK-8. The chosen vendors were Houghton Mifflin Harcourt for grades preK-8 and McDougal-Littell for grades 6-8. The Board authorized expenditures in the amount of $5.8 million. That amount has been expended.

This item requests authority for additional expenditures for the purchase of supplementary materials to provide additional support for the specific literacy needs of K-8 students with disabilities and to provide additional access to the core literacy curriculum for these students.

The materials to be purchased are part of the textbook adoption.

The total amount of the expenditures is $1,091,382.48. Of that total, $863,217.44 will be spent with Houghton Mifflin Harcourt, and $228,165.04 will be spent with McDougal-Littell. The budget will come from IDEA — ARRA funds.

Budget Code..... RDG-0-I-IA1-DW-ETXB
Budget Amount.....$1,091,382.48
HUB % set%..... 0%
HUB % proposed%..... 0%
Total HUB $.....$0

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 8) Action on an Agreement between the Boys and Girls Clubs of Greater Milwaukee and the Milwaukee Board of School Directors for the Operation of Two Youth Service Centers for Truant Students

Background

1. In 1993, the Truancy Abatement Burglary Suppression Program ("TABS" Program) was established to confront the issue of truancy and juvenile crime in the Milwaukee community. The TABS Program began as a collaborative effort between the City of Milwaukee ("City"), the Milwaukee Board of School Directors ("MPS"), the Boys and Girls Club of Greater Milwaukee (the "Club"), and the Milwaukee County Sheriff's Department.

2. In 1995, Wisconsin Act 27 created Wis. Stat. §119.55(2), which requires that, commencing on July 1, 1996, MPS assumes certain financial responsibility for the TABS Program, including a sum sufficient to pay the costs of salaries and fringe benefits of four law-enforcement officers to work on truancy abatement and burglary suppression on a full-time basis. Prior to July 1, 1996, the TABS Program had been funded by the State of Wisconsin.

3. MPS is required by §119.55(1)(a)(b), Wis. Stat., to establish two youth service centers for the counseling of children who are taken into custody under §938.19(1)(d)10, Wis. Stat., for being absent from school without an acceptable excuse under §118.15, Wis. Stat., and to contract with the Boys and Girls Club of Greater Milwaukee for the operation of the two youth service centers.

4. Prior to the 2003-2004 school, the Club had a contractual arrangement with MPS that required the Club to contract with the Sheriff's Department for the provision of one deputy sheriff to be assigned to each of the two youth services centers. Subsequent to the execution of the August 2003 contract, the Sheriff's Department indicated it was no longer willing to provide services under the TABS Program.

5. The City of Milwaukee Police Department has performed the services that previously had been performed by the Sheriff's Department in carrying out the TABS program, pursuant to an Intergovernmental Agreement between the City and MPS for these additional two officers. The City and MPS will enter into an Intergovernmental Agreement for the 2010-2011 school year to provide for the services of a total of six Milwaukee police officers to provide services under the TABS Program.

6. Consistent with the provisions of Administrative Policy 3.09, Purchasing and Bidding Requirements, as they apply to contracts with values of more than $50,000, the Administration is submitting the contract with the Boys and Girls Club of Greater Milwaukee for the operation of the two youth service centers to the Milwaukee Board of School Directors for approval.

Administration's Analysis

7. This agreement supports the operation of two youth service centers by the Boys and Girls Clubs of Greater Milwaukee, as required by §119.55(1)(a)(b), Wis. Stat. The youth service centers are located at the Boys and Girls Club, Mary Ryan Branch, 3000 North Sherman Blvd., Milwaukee, WI, and at the Don and Sallie Davis Boys and Girls Club, 1975 South 24th Street, Milwaukee, WI.

8. The director of TABS and the two site coordinators and their associated expenses are supported by this agreement. The TABS staff are responsible for the day-to-day operation of the two youth service centers.

9. MPS employs two employees in the positions of MPS TABS Liaisons who are under the supervision of the MPS Director of the Office of Family Services and are responsible for accessing the MPS pupil information. In addition, three full-time MPS social workers have been assigned to the TABS program for the 2010-2011 school year. The social workers will assist students who have no school assignments, work with students who have special needs, and handle all school social-work referrals.

10. During the 2009-2010 school year, the two TABS youth centers reported the following information regarding student intakes:

- TABS Officers stopped 5,930 youth on the streets.
- A total of 3,920 truants were detained and assessed.
- Seventy-nine percent (79%) of detained TABS youth did not get picked up again during the school year.
- TABS Officers issued 1,238 truancy citations.
- TABS Officers issued 628 citations to parents/guardians who were contributing to truancy.
- Sixteen parents/guardians brought their children to the TABS center for intervention.
- MPS school social workers made 1,071 referrals to TABS for interventions. Another 80 were referred from non-MPS schools, for a total of 1,151 referrals. 60% of those referred increased their attendance after TABS intervention.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are responsive to students and families.

Goal 8: The district builds partnerships that support student achievement.

Statute, Administrative Policy or Board Rules Statement

12. This item is consistent with MPS administrative policies and procedures, as well as with state statutes.

Fiscal Impact Statement

13. This item authorizes expenditures not to exceed $219,726.00 for the 2010-2011 school year. Currently, these funds are located in account STV00TABDWECTS.

Implementation and Assessment Plan

14. The Office of Family Services is accountable for ensuring the implementation of the TABS program, with the following goals:

- at least 65% of habitually truant TABS case-managed youth will increase their attendance;
- at least 50% of truant youth — case-managed and non-case-managed — who receive citations will increase their attendance; and
- at least 50% of truant youth will increase their attendance when their guardians are cited for contributing to truancy.

Committee's Recommendation

Your Committee recommends that the Board approve the agreement, as attached to the minutes of your Committee's meeting, between the Boys and Girls Clubs of Greater Milwaukee and the Milwaukee Board of School Directors for the operation of two youth service centers for truant students, as required by §119.55(1)(a)(b), Wis. Stat.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 9) Action on a Request To Authorize Contract Skilled-Trades Labor Services

Background

1. In 1997, 2000, 2005, and 2008, the Milwaukee Board of School Directors authorized the Division of Facilities and Maintenance Services (DFMS) to purchase contract labor services on a pre-approved basis for labor associated with skilled trades. These services were necessary to meet the needs of the schools and departments for the installation of new equipment, small construction and building-modification projects, and similar projects funded by school or departmental budgets. These contract labor employees supplement the current staff of the DFMS as needed when there is a high volume of school- or department-related requests, seasonal work to be completed, or infrastructure work to be completed in a timely manner.

2. The ability to use a list of pre-approved contractors allows the DFMS to provide timely services to schools and departments for work that is outside the responsibility of infrastructure repair and maintenance.

3. This item was previously presented to the Committee on Accountability, Finance, and Personnel on October 19, 2010, at which time the Committee voted to hold it in committee.

Administration's Analysis

4. Contract labor is primarily used for discretionary projects funded through the building modifications account or other funds outside of the DFMS's operating budget.

5. Infrastructure repair and maintenance is one of the core competencies of the DFMS. Infrastructure that the DFMS staff is responsible for includes maintenance and/or repair of

- electrical systems;
- elevators;
- food-service equipment;
- grounds;
- HVAC systems;
- pipe insulation;
- locks, as related to safety or code compliance;
- plumbing systems;
- roofs;
- gutters;
- downspouts;
- flashing;
- masonry;
- interior and exterior walls;
- ceilings;
- floors;
- doors;
- stairs;
- railings;
- outside vandalism; and
- flood and storm damage.

Providing an acceptable level of service for this work requires institutional knowledge; multiple-trade flexibility; and the ability to mobilize quickly and to provide an immediate response.

6. The DFMS's core competency is repair and maintenance, not new construction or new installations. Contract labor, which primarily provides services that are outside of the core competencies of the DFMS, is used for three main categories of work:

- educational maintenance funded by school and department budgets;
- new projects funded by schools, the district, or departments; an
- infrastructure repair and maintenance funded by the DFMS.

7. The need for contract labor is somewhat unpredictable and is dependent on the availability of grant funds, on discretionary funding at the school and departmental levels, and on district initiatives implemented with aggressive timelines.

8. During FY10, a total of $2,662,332 in services was purchased by schools, departments, or programs and performed by contract labor. The project categories and a representative sample of work include:

a. Educational Maintenance: smart-board installations, toilet partitions, window screens, lockers, floor coverings, additional electrical and data outlets, hand dryers, and computer labs. Electrical work has the highest expenditure, with most of the work associated with the installation of new electrical outlets for installation of new electronic equipment or new computer labs.

b. New Projects: the reopening of the Juneau and Douglas buildings for educational programming, testing and balancing of heating ventilating and air-conditioning (HVAC) systems, installation of new HVAC equipment, and locker-replacement projects.

c. Infrastructure Repair: an informal hiring freeze resulted in the need to hire contract labor to provide maintenance and repair in the trade categories of electricians, plumbers, steamfitters, and roofers.

9. The contract labor expenditures break down by trade categories as follows:

Carpenter	$ 60,089
Computer Aided Drafting (CAD)	0
Construction Laborer	43,683
Electrician	967,676
Elevator Mechanic	0
Heat and Frost Insulator	0
Locksmith	125,477
Machinery Maintenance Mechanic	25,697
Mason	66,534
Painter	0
Plasterer	0
Plumber	151,384
Roofer	173,193
Sheet Metal Worker	877,020
Steamfitter	171,579
Tile Setter	0
Total	**$ 2,662,332**

10. Contract labor is not replacing the DFMS staff; rather, this contracting option allows the DFMS a service-delivery system that provides a cost-effective solution and the ability to respond in a timely manner via a flexible workforce that, with the oversight of the DFMS, can respond quickly to requests for small-scale new installations and minor building modifications.

11. A Request for Proposal (RFP) for contract labor services was released on August 9, 2010, and responses were received on August 31, 2010. A second RFP was released for plasterers on September 14, 2010, with proposals due on September 30, 2010. The responses were evaluated based on the following:

a. responsiveness of the proposal in clearly stating and understanding of the work to be performed;

b. the experience and qualifications of the firm submitting proposal;

c. reference responses;

d. knowledge of and experience in all state and local codes;

e. total cost of proposed services;

f. ability to meet proposal requirements; and

g. overall responsiveness to the needs outlined in the proposal.

12. The categories of work and respective firms include:

Trade/Technical Area	Recommended Contractor
Carpenter	Arteaga Construction, Inc. B & D Contractors, Inc. Sharper Construction, LLC
Computer-Aided Drafting (CAD)	Argus Technical, Inc. Mared Mechanical Contractors Corp. Zien Service, Inc.
Construction Laborer	Arteaga Construction, Inc. B & D Contractors, Inc. Grunau Company, Inc. Sharper Construction, LLC

Electrician	Argus Technical, Inc. Grunau Company, Inc. Property Electric Roman Electric Co., Inc.
Elevator Mechanic	Argus Technical, Inc.
Heat and Frost Insulator	Insulation Industries, Inc. Sprinkmann Sons Corporation
Locksmith	AAA Acme Lock Co., Inc. Bonafide Safe & Lock, Inc.
Machinery Maintenance Mechanic	Argus Technical, Inc. Zien Service, Inc.
Mason	Arteaga Construction, Inc. Masonry Specialists II, LLC
Painter	Double T Enterprises, Inc. Thomas A. Mason Co., Inc.
Plasterer	JP Phillips, Inc. Jahn & Sons, Inc. John Ranson Construction, Inc. Winghart, Inc.
Plumber	Diva Plumbing Company, LLC Grunau Company, Inc. Mared Mechanical Contractors Corp. Zien Service, Inc.
Roofer	F.J.A. Christiansen Roofing Co., Inc. Langer Roofing & Sheet Metal, Inc. Midwestern Roofing & Construction, Inc.
Sheet Metal Worker	Grunau Company, Inc. Mared Mechanical Contractors Corp. Midwestern Roofing & Construction, Inc. Zien Service, Inc.
Steamfitter	Arteaga Construction, Inc. Butters-Fetting Co., Inc. Grunau Company, Inc Zien Service, Inc.
Tile Setter	Hetzel Tile & Marble, Inc. Thomas A. Mason Co., Inc.

13. Based on the recommended list of providers, we anticipate participation by historically underutilized businesses (HUB) to exceed the district's goal of 25% during the contract period: in 10 of the 16 technical areas (carpenter, construction laborer, mason, painter, plasterer, plumber, roofer, sheet metal worker, steamfitter, and tile setter) HUB firms have been recommended for participation. Information relative to actual participation by the HUB firms will be included in the annual HUB report to the Board.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: annually analyze and benchmark the completion time of reimbursable work order requests.

WTAM measurable objective: increase the number of work orders completed from 76% to 90% of the median "days to complete" as measured by national facilities benchmarking data.

Statute, Administrative Policy or Board Rules Statement

15. Board Governance Policy BG 4.07 requires formal bids or requests for proposals for the purchase of services in excess of $50,000. In addition, Administrative Policy 3.09 states that no professional services contract may extend more than three years.

Fiscal Impact Statement

16. Funds to support the contract labor services are budgeted as part of individual projects or are made available by the individual school, department, or program. Services by the various firms are not used until appropriate funds are identified and encumbered.

Implementation and Assessment Plan

17. Upon approval by the Board, the contractors will be notified that they are on the list of contractors prequalified for contract labor services for FY11. Labor services will be used as individual projects dictate throughout the fiscal year. New proposals will be solicited as required or after three years, as required by administrative policy.

Committee's Recommendation

Your Committee recommends the Board grant authorization to the Division of Facilities and Maintenance Services to purchase contract labor services on a pre-approved basis from the contractors listed below for a period of three years:

Trade/Technical Area	Recommended Contractor
Carpenter	Arteaga Construction, Inc. B & D Contractors, Inc. Sharper Construction, LLC
Computer-Aided Drafting (CAD)	Argus Technical, Inc. Mared Mechanical Contractors Corp. Zien Service, Inc.
Construction Laborer	Arteaga Construction, Inc. B & D Contractors, Inc. Grunau Company, Inc. Sharper Construction, LLC
Electrician	Argus Technical, Inc. Grunau Company, Inc. Property Electric Roman Electric Co., Inc.
Elevator Mechanic	Argus Technical, Inc.
Heat and Frost Insulator	Insulation Industries, Inc. Sprinkmann Sons Corporation
Locksmith	AAA Acme Lock Co., Inc. Bonafide Safe & Lock, Inc.
Machinery Maintenance Mechanic	Argus Technical, Inc. Zien Service, Inc.

Mason	Arteaga Construction, Inc. Masonry Specialists II, LLC
Painter	Double T Enterprises, Inc. Thomas A. Mason Co., Inc.
Plasterer	JP Phillips, Inc. Jahn & Sons, Inc. John Ranson Construction, Inc. Winghart, Inc.
Plumber	Diva Plumbing Company, LLC Grunau Company, Inc. Mared Mechanical Contractors Corp. Zien Service, Inc.
Roofer	F.J.A. Christiansen Roofing Co., Inc. Langer Roofing & Sheet Metal, Inc. Midwestern Roofing & Construction, Inc.
Sheet Metal Worker	Grunau Company, Inc. Mared Mechanical Contractors Corp. Midwestern Roofing & Construction, Inc. Zien Service, Inc.
Steamfitter	Arteaga Construction, Inc. Butters-Fetting Co., Inc. Grunau Company, Inc Zien Service, Inc.
Tile Setter	Hetzel Tile & Marble, Inc. Thomas A. Mason Co., Inc.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 10) Report and Action on Initiatives to Reduce Pupil Transportation

Background

At its meeting on September 30, 2010, the Board referred Resolution 1011R-016 by Director Woodward to the Committee on Accountability, Finance, and Personnel:

WHEREAS, Goal 2 of the *Working Together, Achieving More Action Plan for Milwaukee Public Schools* is "School communities work together for improvement in academic achievement"; and

WHEREAS, The Milwaukee Public Schools families and community partners must work together to meet the needs of Milwaukee's children through fiscally responsible strategies; and

WHEREAS, During the development of the Neighborhood Schools Initiative, parents and citizens repeatedly expressed concerns about busing; and

WHEREAS, Children attending their neighborhood schools decreases district costs for busing and foster parental involvement due to the reduction in cross-town travel needed to participate in school functions; and

WHEREAS, The Milwaukee Public School District recognizes parental involvement as a key component in education children; and

WHEREAS, In the 2006-07 School Year, the District spent over 57 million dollars on the transportation of MPS students; and

WHEREAS, At a time when the District is experiencing a significant decline in student enrollment and struggling to keep quality programs in the schools as well as maintain a fiscally responsible budget, busing must be reduced; now, therefore, be it

RESOLVED, That the Administration establish a plan to cut 4 million dollars from busing costs; and be it

FURTHER RESOLVED, That, in order to codify our belief of "the classroom is the most important place in the district", the savings be used to put more teachers and assistants back in the classroom; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for approval by the December Board meeting cycle.

Administration's analysis

1. Below is a four-year overview of the MPS transportation services. The overview examines the progress made to meet the District's goals of the Strategic Plan, *Working Together, Achieving More* (WTAM), for reducing the number of students transported to 42% of the student population and achieving a $20 million reduction in transportation costs. The review begins with the 2007-2008 school year, the initial year of WTAM, and the subsequent development of functional plans to implement WTAM. The report provides options to respond to resolution 1011R-016 to reduce transportation costs by $2.7 million in the 2011-2012 budget.

2. Highlights of the transportation program include:

a. Since the adoption of WTAM in 2008, the number of students receiving transportation has decreased by 10%, or 5,164 students. In FY08, 55.2% of MPS students received transportation services. In FY11, 53.6% receive transportation.

b. Since the adoption of WTAM, the Milwaukee Board of School Directors has approved a series of policy changes that is projected to save $8 million when fully implemented. To date, the district has saved $6,070,795 million in transportation costs, and for FY11 the district is at 30% of the savings goal projected in WTAM. In FY08, pupil transportation expenditures equaled 6.4% of the district's school operations budget. In FY11, the percentage of the school operations budget for transportation dropped to 5.6%.

3. Pupil Transportation Services provides home-to-school and school-to-school transportation services to each MPS school site, to 23 suburban districts as part of the Chapter 220 Inter-district integration program, and to more than 90 non-public schools. In addition, transportation is provided for class field trips, athletics, and after-school activities.

4. The charts below provide a four-year overview of the MPS transportation system.

Students Transported						
	Year				Four-Year Change	
Category	2007-08	2008-09	2009-10	2010-11	Number	Percent
Regular	43,033	41,033	37,219	41,878	-1,155	-2.7%
Special Education	4,777	4,977	4,970	5,211	434	9.0%
Chapter 220	2,719	2,525	2,611	2,261	-458	-16.9%
Non-Public	5,618	6,327	5,827	4,096	-1,522	-27.1%
Totals	56,147	54,862	50,627	53,446	-2,701	-4.9%
Annual % Change		-2.29%	-7.72%	5.56%		

Transportation Costs						
	Year				Four-Year Change	
Category	2007-08	2008-09	2009-10	2010-11	Amount	Percent
Regular	$29,869,645	$28,735,845	$27,894,214	$26,140,292	-$3,729,353	-12.5%
Special Education	$14,708,937	$15,255,303	$15,308,489	$15,528,199	$819,262	4.5%
Chapter 220	$7,427,918	$7,821,380	$6,795,942	$6,841,466	-$586,452	-7.9%
Non-Public	$2,827,837	$3,225,679	$1,802,527	$1,796,636	-$1,031,201	-36.50%
Special Programs	$3,642,456	$4,073,760	$4,096,994	$4,058,008	$415,552	17.1%
Fuel Adjustment	$2,709,587	$944,461	$893,402	$750,984	-$1,958,603	-72.2%
Totals	$61,186,380	$60,056,428	$56,791,568	$55,115,585	-$6,070,795	-10%
Annual % Change		-1.85%	-5.44%	-2.95%		

5. Below are additional highlights of the MPS transportation program:

a. Of the $55,115,585 in projected expenditures for FY11, $27,209,453, or 49.4% of the budget, are mandatory services. The mandatory services include:

1. Special Education ..... $ 15,528,199
2. Suburban Chapter 220 ..... $ 6,841,466
3. Non-Public ..... $ 1,796,636
4. Homeless/Shelters ..... $ 2,292,168
5. Fuel Adjustment ..... $ 750,984

b. Of the $55,115,585 in projected expenditures for FY11, $27,906,132, or 50.6% of the budget, are non- mandatory services. The non-mandatory services are:

1. Regular Education ..... $ 26,140,292
2. Special Programs ..... $ 1,765,840

c. Special programs consist of transportation for athletics and forensics/debate, and changes to school calendars, Board-paid field trips and after-school extra-curricular activities. Homeless/shelter service, which is also included in the Special Program category, is a mandatory service under McKinney-Vento legislation.

6. Annually the district benchmarks performance against eight Key Performance Indicators (KPI) as identified by the Council of the Great City Schools. Below are the October 2009 results.

Key Performance Indicator	Median	MPS	Exclude Chapter 220
Cost Per Student	$1,137	$1,185	$1,024
Trans as % of Budget	4.9%	5.6%	4.9%
Cost Per Bus	$43,688	$49,514	$46,949
Avg. Daily Ride Time	47 minutes	52 minutes	51 minutes
Miles Between Accidents	43,991	42,512	N/A
Avg. Age of Fleet	7.0	6.5	6.5
Pct of Students Transported	44.9%	53.6%	52.2%
Routes Per Bus	4.0	3.9	3.95

Note: Figures include students participating in the inter-district Chapter 220 program. The affect is to increase cost per student, cost per bus, and average daily ride time.

Proposed Initiatives

7. At it meeting on September 30, 2010, the Milwaukee Board of School Directors passed resolution 1011R-016, to present options to reduce transportation by $4 million in the FY12 budget and

direct that savings to fund additional classroom teachers. The $4 million is included within the WTAM's goal of $20 million, but directs the Administration to develop proposals that could be implemented for the 2011-2012 school year. Below are options for consideration that could be implemented in FY12 that reduce transportation costs just under $2.7 million.

a. School Times: Modifying school times is an effective way to improve vehicle use and to reduce costs. Below are three proposals that are projected to save $1,035,125.

(1) *Middle Schools:* Modifying the middle-school bell schedules 10 minutes later, from 8:45 am until 3:38 pm to 8:55 am until 3:48 pm, could eliminate 17 bus routes, for a savings of $431,375. The schools affected would be Audubon, Burroughs, Lincoln, Milwaukee School of Languages, Morse•Marshall, Roosevelt, and Wedgewood. This would require a MOU with the MTEA.

(2) *High Schools:* Modifying certain high-school bell schedules 10 minutes later, from 8:35 am until 3:45 pm to 8:45 am until 3:55 pm, could eliminate 15 bus routes, for a savings of $380,625. The schools affected would be Bay View, Bradley Tech, Pulaski, and MHSA. This would require a MOU with the MTEA.

(3) *Charter/Partnership Schools*: The following schools have start- and end-times that are outside the usual MPS bell schedules: Assata, CYD, Grandview HS, Kilmer, Lad Lake Synergy, PLI, Satori, Southeastern, Spotted Eagle, SUPAR, Transition HS, Willow Glen and WORK. While these schools are either charter or partnership schools and use Milwaukee County Transit System (MCTS) service, they do have 15 special education routes that are funded out of central transportation accounts. The average cost for these routes is $220 per day, or $577,500 annually. Moving their bell schedules to align with MPS times would reduce route costs to $135 per day, for a net savings of $223,125.

b. Community Assessment and Training Program (CATP): The CATP program takes special education students to various community training programs in addition to the regularly scheduled service to and from school. Each semester, 140 students participate at 14 sites, at an annual cost of $826,840. The Administration is exploring modifying the program to partner one or two community sites with one high school, not multiple high schools. This would reduce the number of routes needed, with a projected savings of $165,840.

c. Summer Student Assignment: During the period from July 20, 2010, to October 1, 2010, 7,866 students enrolled or changed school assignments. Of the 7,866 students processed, 16% were new enrollees, and 84% were continuing students. Earlier, students had the opportunity to select new school assignments either through the Three-Choice process or the Spring Complementary process. The volume of change — 9% of the student population — places a substantial stress on the transportation system, as well as significantly increasing costs. The high volume of new school placements is a significant contributing factor to school start-up problems. The Administration is proposing that, during this period, new students enrolling and existing students requesting new schools be assigned *only* to their attendance--area schools. These students would walk to school, rather than being transported.

8. As detailed in the charts in #4, above, the number of students transported reversed a declining trend and increased by 5.5% in FY11. The change can be linked to the summer enrollment period. The majority of schools increased the number of students transported this year. Based on each school's summer enrollment number, the percentage of students transported, and the per-pupil cost to that school, the Administration estimates $2,390,283 could be saved if this policy was to be fully implemented in FY12.

9. The Administration recognizes that sufficient classroom space and desirable programming must be available. In situations where space or programming is not available, the Administration will provide

other assignments, with transportation provided, if necessary. Therefore, for planning and budget purposes, the Administration recommends that 64% of the projected savings, or $1,529,781, be included in the 2011-2012 budget. The Administration will monitor the impact of the policy during the summer 2011 and adjust accordingly.

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: Central Services supports student learning.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or board Rule Statement

11. Initiatives are being presented to the Board pursuant to Administrative Policy 3.09.

Fiscal Impact Statement

12. This item does not authorize expenditures. Pursuant to the Board's action, the Administration will adjust the 2011-2012 budget for transportation operations.

Implementation and Assessment Plan

13. Pursuant to the Board's action, the Administration will adjust the 2011-2012 budget for transportation operations. The Administration will continue to report progress in implementing WTAM.

Committee's Recommendation

Your Committee recommends that the Board accept the $2.7 million in cuts, with the Administration to report back to the Board on the savings.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 11) Report and Action on a Request to Close the Vel Phillips School for the Arts and Media Technology's Educational Program at the End of the 2010-11 School Year

Background

1. Under-enrolled and under-performing schools dilute the impact of the district's resources. In October 2010, the Administration brought an information report on a comprehensive approach to program consolidation and closing buildings to the Board. That plan included the following steps:

a. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and programming.

2. On October 23, 2008, the Milwaukee Board of School Directors took action to close the Milwaukee Education Center facility located at 227 W. Pleasant St. and to relocate the Milwaukee Education Center (MEC) Middle School to the Douglas facility located at 3620 N. 18th Street, effective with the 2009-10 school year. The Milwaukee Board of School Directors also approved a charter contract that contained a provision to relocate Downtown Institute of Arts and Letters (DIAL) High School to the Douglas facility.

3. On March 25, 2010, the Milwaukee Board of School Directors took action to remove the citywide specialty designation for Milwaukee Education Center, effective with the 2011-12 school year.

4. On May 27, 2010, the Milwaukee Board of School Directors approved a merger of Milwaukee Education Center and DIAL. The merged school, which has a grades 7-12 configuration for the 2010-11 school year, plans for a grades 6-12 configuration for the 2011-12 school year.

5. On June 24, 2010, the Milwaukee Board of School Directors approved a new name for the merged school: Vel Phillips School for the Arts and Media Technology.

6. The Administration is now recommending the closure of the Vel Phillips School for the Arts and Media Technology's educational program, effective June 16, 2011. The Administration is not recommending the closing of the Vel Phillips facility at this time in order to enable the Administration to identify an educationally effective and economically feasible alternative use of the facility.

Administration's Analysis

7. Vel Phillips School for the Arts and Media Technology, located at 3620 N. 18th Street, provides a grade-seven-through-grade-twelve educational program. The official September 2010 enrollment was 332 students, including 108 students with special education needs (32.53%). The school is currently a city-wide school, but is scheduled to change to an attendance-area school beginning with the 2011-12 school year. Transportation is currently provided to 279 students (84%) at a cost of $350,210.

8. Phillips School had an FY10 year-end deficit of $475,960. With a significant September 2010 enrollment shortfall and the small enrollment, the school was unable to adequately fund the staff needed or to adequately address the deficit. Consequently, the school is currently overstaffed by one administrator and two-and-one-half teachers.

9. The capacity of the Phillips facility is 900 students. The facility is currently shared with WORK Institute, an instrumentality charter school with a September 2010 enrollment of 207 students. The total enrollment in the two schools is currently at 60% of capacity.

10. The Administration is working with the Business and Economics Academy of Milwaukee (BEAM) Charter School to negotiate a lease agreement to occupy the Vel Phillips facility for the 2011-12 school year. BEAM brings high-quality educational programming to MPS as a recent non-instrumentality charter school. The Administration will work with current Vel Phillips students to offer and encourage enrollment in BEAM to minimize any inconvenience to families relative to moving their children from the Vel Phillips facility.

11. During the 2009-10 school year, 49% of the grades 6-8 students at Milwaukee Education Center (MEC, now Phillips) scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 62% of district students. At the tenth grade, 14% of the students at Downtown Institute of

Arts (DIAL, now Phillips) scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 40% of district students. During the 2009-10 school year, 31% of the grades 6-8 students at Milwaukee Education Center (MEC, now Phillips) scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 51% of district students. At the tenth grade, 2% of the students at Downtown Institute of Arts (DIAL, now Phillips) scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 29% of district students. The graphs attached to the minutes of your Committee provide 2009-10 MEC , DIAL, and district proficiency comparisons by grade level.

12. On November 23, representatives of the Administration met with the Phillips staff to discuss the proposed closing of the educational program. Parents and guardians were invited to school meetings on November 24 and December 1. Staff, parents, and guardians were also informed of the December 14, 2010, meeting of the Committee on Accountability, Finance, Personnel and the opportunity to provide testimony at a public hearing at that time.

Strategic Plan Compatibility Statement

13. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

14. Closing of the Vel Phillips educational program is consistent with Administrative Policy 5.01(8)(b), Facilities, which states, "…The Board shall take action by December 31 on specific schools that will be closed the following school year…" It also meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

15. The closure of the Vel Phillips educational program will reduce district costs and eliminate the continuing Phillips deficit growth.

Implementation and Assessment Plan

16. Upon the Board's approval of this item, the East Region System of Support Team will assist the Vel Phillips school community with all of the activities required to close the educational program and will identify Fall placements for all of the students. Parents will be encouraged to enroll their children in higher-performing schools.

17. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board close Vel Phillips School for the Arts and Media Technology educational program, located at 3620 N. 18th Street, at the end of the 2010-11 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on a Resolution, under the Authority of Wis. Stat., Section 63.235, To Request the Milwaukee City Service Commission To Delegate the Recruitment and Hiring Duties for all MPS Administrative Classifications to the Milwaukee Board of School Directors' Office of Human Resources, Recruitment, and Staffing

Background

1. The Milwaukee Public Schools is the only school district required under current Wisconsin law, as a 1st-class city, to use the city service for the recruitment and screening of all classified employees

2. The City of Milwaukee Department of Employee Relations (DER) has a very comprehensive process for the recruitment, intake, and screening of applicants. The city service's timeline to have a final list of qualified candidates in most cases is anywhere from three to six months.

3. The Milwaukee Public Schools has a clear mandate and expectation to hire employees in a timely fashion. The lag time between the district's submission of the required documents to DER and the final list of eligible candidates, which has caused delays in the implementation of various educational programs, initiatives, and grants, has created the expressed dissatisfaction of various MPS offices.

4. The hiring cycle for a school district and a city government are significantly different, based on fiscal year. The district's fiscal year begins on July 1, while the City's begins on January 1. One result of this disparity is, although that the summer is the most critical time for the district's hiring, positions that are sent to the City based on the MPS budget cycle tend to take longer to fill over the summer months.

5. There are currently 15 positions that the Milwaukee Public Schools has submitted to DER that are somewhere in the recruitment process. Seven of these positions are administrative.

6. Wis. Stat., Section 63.235, provides the Milwaukee Board of School Directors the ability to adopt a resolution requesting that the Milwaukee City Service Commission delegate its recruitment and hiring duties related to specified classifications of school employees to the Milwaukee Board of School Directors.

Administration's Analysis

7. The Office of Human Resources Recruitment and Staffing has the capacity, desire, and skill to handle the recruitment and hiring duties of administrative classifications of employees, while understanding the mandate of urgency and the constraints of school programming and the school calendar cycle. The Office of Human Resources is in the process of combining the certificated and classified staffing functions as one Office of Recruitment and Staffing. The new Office of Recruitment and Staffing will be able to direct the collective skills of the combined staff toward the timely recruitment and staffing of all MPS positions.

8. By taking on the recruitment and hiring of classified administrative positions, the Office of Human Resources will leverage the skill set which it already uses to recruit certificated and exempt positions. Under the proposed plan, it is anticipated that DER will have greater capacity to respond more quickly to recruitment and hiring duties related to other support positions in the district.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS Working *Together, Achieving More* (WTAM) Strategic Plan.

Goal : 3: The district's central services departments support student learning.

WTAM Strategy: Recruitment/Retention of High-Quality Employees

Statute, Administrative Policy or Board Rules Statement

10. This recommendation is consistent with Wis. Stat., Section 63.235.

Fiscal Impact Statement

11. This item does not authorize expenditures; however the Office of Human Resources will be requesting additional position authority for the FY12 budget.

Implementation and Assessment Plan

12. The Administration is asking that this be implemented effective January 1, 2011, and that the city DER continue to completion any recruitment and hiring for MPS administrative positions currently in process.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution, to be effective January 1, 2011:

RESOLVED, that Wis. Stat. section 63.235 does provide the Milwaukee Board of School Directors the ability to adopt a resolution requesting the city of Milwaukee City Service Commission to delegate its recruitment and hiring duties of school employees in classifications specified therein.

BE IT RESOLVED, that the Milwaukee Board of School Directors under the authority of Wis. Stat. section 63.235, take a vote to request that the Milwaukee City Service Commission delegate the recruitment and hiring duties for all administrative classifications to the Milwaukee Board of School Directors, Office of Human Resources, Recruitment and Staffing, effective January 1, 2011.

BE IT FURTHER RESOLVED, that any positions that are in process at the time of this resolution will be completed by the City of Milwaukee Department of Employee Relations.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Falk presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

(Item 1) Report on the Revenue Forecast for FY12 and Action on Parameters to be used in Preparing the FY12 Proposed Budget

Background

1. Each year, the Administration reports to the Board its estimates of enrollment for the coming school year, as well as any enrollment impact on the district's available revenues for the next fiscal year. Since the state's revenue-limit law ties general state aids and local school taxes in the School Operations and Construction Funds to enrollment changes, this estimate of expected enrollment is indispensable to financial planning.

2. General state aid levels are unavailable for FY12 and cannot be projected with any certainty. The Governor will introduce his 2011-13 budget in February 2011, and it likely will be several months before a final state budget — a major source of district revenue — will be approved. The current state and federal fiscal difficulties and the lack of data regarding other state school districts' enrollments, spending, and property values further complicate the district's financial outlook. Therefore, the Administration plans to prepare the proposed FY12 budget based on current law.

3. The following outlines the Administration's projections to date:

Administration's Analysis

4. Enrollment

a. The projection of September enrollments for planning purposes is a joint effort by the Office of Family Services and Office of Finance. Initial system-wide forecasts are prepared based on current grade-progression and enrollment trends. The Administration then identifies the proportion of the total enrollment expected to be in the suburban schools under the Chapter 220 and Open Enrollment programs and in alternative, contracted K-8 programs, partnership, and non-instrumentality charter schools.

b. The remaining portion of the projected enrollment is broken down into estimated numbers for each MPS elementary, K-8, middle, and high school. The Administration confers with individual schools, reviews past years' enrollments for patterns, scrutinizes proposed program changes for potential impact, and determines the overall projected enrollment number.

c. Preliminary system-wide projections for September 2011 (FY12) are as follows:

Schools	FY11 Actual Fall Enrollment	Enrollment for FY12 Budget	Projected Enrollment Change	Projected Percent Change
Elementary/K-8	49,689	48,282	(1,407)	(2.8%)
Middle	6,286	6,482	196	3.1%
High	20,754	20,211	(543)	(2.6%)
SUBTOTAL	76,729	74,975	(1,754)	(2.3%)
MPS Alternative Schools/Partnership Schools/K-8 Contracted Programs	2,172	2,172	0	0.0%
Non-instrumentality Charters	2,471	3,862	1,391	56.3%
SUBTOTAL	4,643	6,034	1,391	30.0%
Chapter 220 (in suburbs)	2,261	2,108	(153)	(6.8%)
Open Enrollment (in suburbs)	5,781	6,210	429	7.4%
SUBTOTAL	8,042	8,318	276	3.4%
GRAND TOTAL	89,414	89,327	(87)	(0.1%)

d. The enrollment figures shown in the chart above are converted by the Office of Finance to an estimated pupil full-time-equivalent for the purpose of estimating state aid and revenue limit. The detailed school-by-school figures are used, along with historical retention trends for each school, to calculate a January enrollment projection. Finance staff then averages the September and January numbers to calculate enrollment figures used in distribution of School Operations Fund revenues to traditional and instrumentality charter schools.

5. Revenue Limits

a. Assuming current law, revenue limits include an estimated inflationary adjustment of $200 per pupil for FY12, for a net increase of $8.9 million, from $879.4 million in FY11 to $888.3 million estimated for FY12. This means that spending for the Construction and School Operations Funds may rise by no more than $8.9 million.

b. A 2009-2011 state budget provision allows districts to levy local taxes outside of the revenue limit for various costs. The district did not use the FY10 and FY11 allowable non-recurring revenue limit amount for energy-efficiency measures and renewable-energy projects. These projects were funded through the American Recovery and Reinvestment Act-Qualified School Construction Bonds. This revenue-limit exemption would also be available in FY12.

c. The district could use any or all of the non-recurring revenue-limit exemptions that are new for FY12. These exemptions would increase the property tax levy, but would provide room in the budget to offset the loss of other funding sources. There is also a significant chance that this provision will be stricken by the calendar 2011 legislature/governor. Information on these exemptions will be distributed by the Department of Public Instruction as it becomes available.

d. The new exemptions follow:

(1) Nurse-compensation costs based on FY10 expenditures. In FY10, MPS budgeted $1.5 million in Board funds and $5.6 million in grant funds for school nursing services. The non-recurring revenue exemption would be 33% of the total cost, or $2.3 million.

(2) School safety costs, up to $100 times the number of pupils enrolled, or an estimated $8.8 million for FY12. In FY11, MPS budgeted $11.8 million in Board funds and $3.7 million in grant funds for school safety costs.

(3) Above-average transportation cost. This would allow an $11.1 million non-recurring increase in the MPS tax levy for FY12 and FY13.

6. Budget Assumptions. The Administration is entering FY12 budget preparation with some key assumptions:

a. MPS enrollment for regular and instrumentality charter schools is projected to be down 2.3%, with overall enrollment down 0.1% from FY11 levels.

b. The district could tax to the limit of its authority for much the same reasons it did so for FY11 or tax above the revenue limit authority for any of the non-recurring exemptions allowed.

c. The Administration projects that general state aid levels will be less than the FY11 amount of $584.1 million, based on historical trends, an estimated $3.3 million rise in Milwaukee Parental Choice Program (MPCP) deduction, and MPS's declining enrollment.

d. State poverty aid, which the State Legislature directed MPS to use to offset the private-school tax levy, is not expected to increase. It is important to note that this appropriation will not necessarily be made available in the next biennium.

e. State categorical aids are projected to remain constant. This includes reimbursable programs such as handicapped, bilingual, transportation, and at-risk.

f. Prior practice will continue for allocating savings from closed schools on a per-pupil basis to the remaining schools. If a closed site is reopened, the per-pupil allocation is reduced. Schools have discretion over the use of this allocation.

g. The district centrally funds many programs and areas. The Administration is currently studying the effectiveness of the programs and will make an informed decision concerning their status for FY12.

7. Categorical Budget Shortfalls

a. It is anticipated that there will be numerous FY11 categorical grants that will not be available or will significantly decrease in FY12. The FY11 budgeted amounts that will not be available for FY12 total $88.1 million and include:

- Title I ARRA funds — $35.9 million, 92.4 FTE
- IDEA ARRA funds — $24.2 million, 29.3 FTE
- School Improvement ARRA funds — $2.9 million, 30.0 FTE
- Title II D ARRA funds — $2.1 million, no FTE
- Education Jobs Funds grant — $14.7 million, 148.4 FTE
- Title I funds — $3.3 million, 20.9 FTE
- Title II D funds — $0.8 million, 4.0 FTE
- School Improvement funds — $1.2 million, 8.1 FTE
- Safe Schools/Healthy Students — $2.2 million, 4.0 FTE
- Future First — $0.8 million, no FTE

b. The loss of categorical funding places at least 337 full-time-equivalent jobs at risk.

c. In addition, the financial status of the state puts other categorical programs in jeopardy such as the math initiative and state-funded nurses. The state is also deciding if MPS can continue to use its Title II funds for class-size-reduction teachers. In FY11, 71 class-size-reduction teachers were funded with Title II funds.

8. The Administration is seeking guidance from the Board as to its priorities as FY12 budget preparation gets underway.

9. The MPS Revenue Picture

a. The district's general state aids continue to decline, mainly due to enrollment declines. This means MPS must rely on other revenue sources. Below are tables showing historical trends in MPS revenue streams. The district's increasing reliance on property taxes is due to decreasing aid from the state.

b. The first table shows that the district's general state aid declined in FY10, but not as sharply as in FY08 and FY09, as the district's property value fell relative to those of other districts and the MPCP deduction decreased.

Fiscal Year	Net MPS General Aid Payment after Choice/Charter Deductions (Includes Integration Aid)	Total MPS Shared Costs	MPS General Aid as % of MPS's Shared Costs After Choice/Charter Deductions (Includes Integration Aid)	MPS % Share of State General Aid After Choice/Charter Deductions (Includes Integration Aid)
2005-06	$630,299,474	$784,638,135	80.3%	13.7%
2006-07	$631,709,389	$810,512,284	77.9%	13.4%
2007-08	$605,112,358	$830,159,911	72.9%	12.8%
2008-09	$587,415,000	$836,079,863	70.3%	12.2%
2009-10	$584,593,195	$854,945,566	68.4%	12.6%
2010-11	$584,072,757	$857,069,246	68.1%	12.6%

All data before 2010-11 reflect final certification figures. 2010-11 reflects October certification.

c. In general, the second table portrays the district's increasing reliance on property taxes and declining state aid.

Fiscal Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11*
Property Tax Levy	$213,803,818	$230,345,991	$251,077,130	$287,778,700	$295,832,114	$293,507,008
State Handicapped Aids	$39,205,326	$39,265,952	$42,288,233	$47,564,912	$46,323,816	$45,634,408
Equalization & Other State Aids**	$645,155,866	$646,899,404	$629,363,136	$614,609,150	$610,425,141	$611,489,258
Federal Aids & Revenues	$34,787,419	$37,122,168	$39,352,776	$49,071,275	$52,693,489	$51,484,625
Other Local Revenue	$14,211,275	$17,488,499	$21,422,754	$13,150,921	$34,004,034	$24,840,488
Applied Surplus	$0	$0	$0	$0		$3,400,000
Proceeds from Borrowing	$23,676,442	$1,078,100	$6,000,000	$4,062,036	$49,300,000	$16,100,000

**Budgeted amount; other years are actual revenues received.*
*** 2008-09 though 2010-2011 amounts include poverty aid*

10. The FY12 budget development will be done with a continued emphasis on the classroom's being the most important place in the district. That will mean some difficult choices will be made around valuable activities. It is also going to mean it will be necessary to close some schools, thereby preserving resources for the best strategies and settings to boost achievement across the district.

11. The method of budgeting that schools and departments have followed in the prior years will change in FY12. The budgets will be based on priorities. In addition, several school costs will be centralized.

12. Priority Budgeting. Allocations to the schools and departments will be determined in the following manner.

a. The amount of funds needed for centralized accounts such as utilities, transportation, benefits, debt, contingent accounts, and insurance will be determined.

b. The amount of funds needed for students that are not included in the school allocation for regular and instrumentality charter schools will be determined. This includes such areas as summer schools, contracted schools, allied health, grant transitional, talent development, common school, and school special funds.

c. The amount of the school allocation will be determined and allocated to the school by site allocation and per-pupil allocations.

d. The remaining amount will be used to fund central departments.

e. New for FY12 will be the review process once the budgets have been completed.

- Schools — Once a school has completed its budget, the school community will present its budget to a review committee that will be chaired by the regional executive specialists. During the presentation, the school community will justify its plans for staffing, professional development, contracts, travel, supplies, and any other significant budgeted area. The committee will evaluate these budgets and ensure that the school:

  (1) meets the minimum requirements in areas such as substitutes, supplies, part-time certificated, and grant requirements; and

(2) budgets its funds in accordance with the school's needs while maintaining the classroom funding as the priority.

- Departments — Each department will complete its budget based on needs. The department budget will go through two review processes — one within its own area, and one by a review committee chaired by the Superintendent's office. During the presentation, the departments will justify their budgets. They will briefly describe their activities, key performance indicators/benchmarks, relationship to the district's strategic plan (WTAM), and what programs each budget will support. The Superintendent's review committee will then decide the individual allocation for each department, based on the needs of the school district.

f. The FY12 proposed budget will be presented to the Board of School Directors during the last week in April.

13. Centralization. There are some areas which would be particularly beneficial to centralize. During the spring and fall of 2011, there will be stakeholders meetings to determine how a great-performing MPS school should be staffed. For the FY13 budget, school-level staffing may be centralized based on these discussions and financial restraints.

a. For the FY12 budget, the budget proposes several areas be centralized, including:

- the wages for staff on maternity, paternity, and long-term absences;
- the wages, cost of substitutes, and shift differentials for building operations; and
- guidance services.

b. Centralizing these areas will reduce the per-pupil allocation for each school, will reduce a portion of the building-operations site allocation, and can change the school-level per-pupil weighting factors; however, it will decrease the likelihood that individual schools incur costs which are beyond their control.

c. Every year MPS is more challenged to meet the requirements of running and improving the district, but we will implement new strategies to achieve what we need to do. Again, there will be difficult choices to be made to ensure that we have the most possible resources for classrooms, including supporting the staff closest to our students.

Statute, Administrative Policy, or Board Rule Implication Statement

14. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The District allocates resources in a fiscally responsible manner to improve academic performance.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. The Administration will prepare a FY12 proposed budget that reflects priorities and parameters set by the Board.

Committee's Recommendation

Your Committee recommends that the FY12 proposed budget:

1. be prepared on current law;
2. tax to the limit of its authority;
3. include a $200 per- pupil revenue-limit increase; and
4. not include any non-recurring tax exemptions for energy efficiency, nursing, safety, and transportation.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on a Timeline for the FY12 Budget

Background

1. A budget calendar is to be annually adopted by the Board per Board Governance Policy 2.05, Annual Board Planning Cycle.

Administration's Analysis

2. A budget calendar for FY12 has not yet been formally adopted. The proposed calendar, which sets the adoption date for the budget in early June, is outlined in the "Recommendations" section.

Strategic Plan Compatibility Statement

3. The Administration's recommendation supports the MPS *Working Together, Achieving More (*WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Administrative Policy, or Board Rule Implication Statement

4. This item is in accordance with State Statute 119.16(8) and Board Governance Policy 2.05, Annual Board Planning Cycle, which states, "A Board calendar with all work displayed on a timetable will be developed annually."

Fiscal Impact Statement

5. This item does not authorize expenditures. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

6. The budget calendar outlines the plan of action for the development of the FY12 budget.

Committee's recommendation

Your Committee recommends that the Board adopt the FY12 Budget calendar as presented below:

Date(s)	Action	Responsibility
November 17, 2010	Administration meets with principals from each region to discuss FY12 centralization and review process.	Administration
December 7, 2010	Committee on Strategic Planning and Budget meets on FY12 projected enrollment, revenue projections, school allocation issues, school allocation re-centralization issues, and budget calendar.	Board

Date(s)	Action	Responsibility
January 4, 2011	Schools informed of budget timelines.	Administration
January 5, 2011	Schools notify parents, students, staff, school communities, and Board members of the dates when their respective school governance councils will meet on budget matters, as earlier planned.	Schools
January 13, 2011	School allocations, budget forms, and instructions provided to principals.	Budget
January 14–February 3, 2011	Schools review school-improvement plans and use them to inform budget development.	Schools
January 17-February 28, 2011	Superintendent reviews requests and decides the individual allocation for each department, based on the needs of the school district.	Administration
February 3, 2011	All schools complete on-line preparation of their FY12 proposed budgets and submit budget request documents.	Schools
February 11-23, 2011	School communities present their budgets to a review committee that will be chaired by the Regional Executive Specialists; the committee resolves problem areas, and Human Resources begins the FY12 staffing process. Schools work with governance councils regarding any needed changes.	Administration
February 3, 2011	Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration.	Board, Administration
February 24-March 30, 2011	Departments prepare budgets and narratives.	
March 1, 2011	Schools submit governance council signatures for proposed budget.	Schools
March 1-April 21, 2011	Budget compiles budgets and analyses.	Administration
March 3, 2011	Committee on Strategic Planning and Budget meets on FY12 budget.	Board
April 26, 2011 (Tuesday)	Proposed budget documents released.	Budget
May 3, 2011 (Tuesday)* May 5, 2011 (Thursday)*	Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during these times.	Board
May 6, 2011 (Friday) *	Board members submit proposed amendments to Office of Board Governance or Budget staff by noon.	Budget, Board Governance
May 11, 2011 (Wednesday)*	Proposed budget and public hearing notice published in newspaper.	Budget, Board Governance
May 12, 2011 (Thursday)*	Committee on Strategic Planning and Budget considers amendments and recommends budget to Board.	Board
May 19, 2011 (Thursday)*	Statutory public hearing on the FY12 proposed budget.	Board
May 31, 2011 (Tuesday)*	Board members submit proposed amendments to Office of Board Governance or Budget by noon.	Budget/Board Governance
June 7, 2011 (Tuesday) *	Special Board meeting on budget adoption.	Board
June 8-10, 2011*	Schools work with governance councils on any changes needed to their budgets and inform Budget staff.	Schools
June 2011	Board Clerk transmits budget resolutions to Common Council.	Board Governance

Date(s)	Action	Responsibility
July 13, 2011	Letter to Board on the Department of Public Instruction's preliminary estimates of FY12 general aid and effect on tax levies.	Administration
October 25, 2011*	Board finalizes FY12 budget and transmits any changes to Common Council via the budget resolutions.	Board

**Tentative date subject to determination by chair of the Committee.*

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Report and Possible Action on Resolutions To Be Considered by the WASB (Wisconsin Association of School Boards) Delegate Assembly

Background

At its annual meeting in January 2011, the Delegate Assembly of the Wisconsin Association of School Boards (WASB) will consider the adoption of 18 resolutions. As requested by the Board's delegate to WASB, the analysis below notes whether the resolutions are specifically supported by the MPS Legislative Agenda or are supportive of MPS's interests.

Analysis

1. Resolution 11-01*: *Academic Cooperation

Resolution: The WASB supports legislation allowing students and staff to flow freely between cooperating districts to improve the availability and quality of program offerings and professional development in those districts.

Analysis: While it is not explicitly stated, the MPS Legislative Agenda is generally supportive of maintaining local control and flexibility in decision making. MPS could choose to but would not be obligated to participate in cooperative arrangements between districts.

2. Resolution 11-02: Efforts to Address Bullying

Resolution: The WASB supports increasing the efforts of all levels of government, private organizations, businesses and families in providing prevention, early intervention or other programs to solve the problems (such as gangs, violence, bullying [including bullying by means of technology], poverty, homelessness, hunger, unemployment, racism and injustice) that are being manifested in our communities, which would then enable schools to focus on academic not extracurricular endeavors.

Analysis: The MPS Legislative Agenda supports increases for funding for school safety and other district policies support efforts to address bullying.

3. Resolution 11-03: Unfunded Mandates

Resolution: The ~~Wisconsin Association of School Boards~~ WASB opposes the implementation of any ~~new~~ legislative mandates or administrative rules applicable to public school districts affecting the delivery, content or conduct of education, programming or support services unless they come with a legislative commitment by the state or federal government to permanently fund 100 percent of the actual cost~~, they~~ or can be implemented at no cost ~~or are necessary to protect students or staff safety and health~~. School districts should receive state or federal funding to comply with all mandates or rules that require additional training or staffing.

Analysis: As a general rule and as an operating philosophy of the district, the Office of Intergovernmental Relations advocates for local control over district operations and for appropriate and adequate resources to support federal and state mandates.

4. Resolution 11-04: School Levy Credit Distribution

Resolution: The WASB ~~recommends continuing the school levy credit and paying the credit directly to school districts to provide greater transparency~~ supports a legislative package that discontinues the School Levy Credit and First Dollar Credit and reallocates those dollars to equalization aids, uses student poverty as a factor in the equalization aid formula, and provides a minimum amount of state aid for every student.

Analysis: The MPS Legislative Agenda calls for tax fairness for the citizens of Milwaukee and for the update and repair of the current K-12 funding system. Resolution 11-04 assists in positively addressing those issues.

5. Resolution 11-05: Student Poverty as a Factor

Resolution: The WASB supports using student poverty as a factor in the state equalization aid formula.

Analysis: The MPS Legislative Agenda supports this resolution through its call to repair and update the funding model for K-12 education.

6. Resolution 11-06: Provide Predictable Annual Growth in State Support

Resolution: The WASB supports legislation to increase state equalization aids and per-pupil adjustments to revenue limits by a predictable percentage each year.

Analysis: The MPS Legislative Agenda supports this resolution through its call to repair and update the funding model for K-12 education.

7. Resolution 11-07: Uniformity Clause

Resolution: The WASB supports the tax uniformity requirement of the Wisconsin Constitution, except the WASB supports a provision to allow a school district to temporarily set different property tax levy rates in order to facilitate a consolidation of school districts or other boundary change.

Analysis: The MPS Legislative Agenda supports this resolution through its call to repair and update the funding model for K-12 education and to fix the funding flaw related to the Milwaukee Parental Choice Program.

8. Resolution 11-08: Common School Fund

Resolution: The WASB supports allowing local school districts discretion to use up to 50 percent of their allotment of the library aid from proceeds of the Common School Fund to preserve or increase the number of certified school librarians.

Analysis: The MPS Legislative Agenda supports this resolution.

9. Resolution 11-09: Elementary and Secondary Education Act

Resolution: **Amend Resolution 3.17:**

The WASB opposes a mandated national test. The WASB will work with our legislators, the National School Boards Association, the Department of Public Instruction and other education groups to adapt the ~~No Child Left Behind~~ Elementary and Secondary Education Act to:

(a) Allow for more local flexibility and statewide implementation of modified testing tools for special needs students and the comprehensive assessment of students;

(b) Allow for greater state and local flexibility on measuring adequate yearly progress (AYP)

(c) Define a more equitable proficiency level; ~~and~~

(d) Provide greater flexibility in defining "highly qualified teachers";

(e) Recognize the importance of principal leadership;

(f) Support efforts to improve the quality of assessment systems;

(g) Emphasize strategic, evidence-based interventions for students and schools;

(h) Promote a broader curriculum; and

~~(d)~~(i) Fully fund the costs of implementation at the state and local level based on an appropriate formula.

Repeal Resolution 3.18: ~~The WASB opposes national testing requirements.~~

Analysis: The MPS Legislative Agenda supports increased local control, autonomy, and flexibility, but does not speak directly to this resolution.

10. Resolution 11-10: Transportation of Private School Pupils Outside District Boundaries

Resolution: The WASB supports legislation to remove the requirement that a public school district must provide transportation to students who attend private and parochial schools located outside the boundaries of the public school district.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

11. Resolution 11-11: Open Enrollment Changes

Resolution: The WASB supports ~~a clarification in state statutes to~~ limiting the number of students enrolling in nonresident school districts to ~~10~~ 3 percent of the resident district membership.

Analysis: The MPS Legislative Agenda supports measures that would ensure that all students have an equal opportunity to participate in the Open Enrollment program.

12. Resolution 11-12: Open Enrollment Limits on Virtual Charter Schools

Resolution: The WASB supports limiting open enrollment into virtual charter schools.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

13. Resolution 11-13: Milwaukee Parental Choice — Students with Disabilities

Resolution: The WASB supports legislation requiring private schools participating in the Milwaukee Parental Choice Program to accept and provide services to students with disabilities, with additional state funding for the education of these students.

Analysis: The MPS Legislative Agenda supports this resolution.

14. Resolution 11-14: Binding Arbitration Comparisons

Resolution: Amend criteria relating to comparison of non-school district wages, hours and conditions of employment to refer to such comparisons in ~~comparable communities~~ public and private employment in the same community.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

15. Resolution 11-15: Collective Bargaining — Cast Forward Costing

Resolution: The WASB supports legislation specifying that cast forward costing rules and methods ~~like those that existed under the Qualified Economic Offer law~~ be used in collective bargaining

and requiring that school districts report the cost of settlements to the state using those rules. Cast forward costing should include all salary and benefit costs, including all lane and other salary schedule movement costs.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

16. Resolution 11-16: Licensure of Charter School Teachers

Resolution: The WASB supports allowing teachers granted a charter school license in a particular subject area to teach additional subjects under the supervision and/or direction of another Wisconsin certified teacher currently teaching in that subject area, provided that student learning meets standards applicable to the charter school.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

17. Resolution 11-17: Revocation of Teacher Licenses for Misuse of District Technology

Resolution: The WASB supports legislation to require the DPI to conduct a license revocation hearing in a timely manner for any teacher who has been dismissed or non-renewed by a school board for intentionally using school district technology to download, view or distribute pornographic material in violation of the district's acceptable use policy. The WASB further supports requiring the DPI to make information about the disposition of such cases publicly available if revocation is the result of the hearing.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

18. Resolution 11-18: Open Public Debate

Resolution: The WASB supports requiring the Legislature to hold budget discussions and make budget decisions in open session, including all conference committee negotiations and partisan caucuses of the state Assembly and state Senate.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

Strategic Plan Compatibility Statement

19. This item supports student success through Academic Achievement.

Statute, Administrative Policy or Board Rules Statement

20. This item aligns to Board Governance Policy. 1.01(2), Mission: "Milwaukee Public Schools educates all students for success in higher education, careers and responsible citizenship so that MPS is the first choice for families."

Fiscal Impact Statement

21. There is no fiscal impact related to this item.

Committee's Recommendation

Your Committee recommends that the Board authorize the Board's delegates to the Wisconsin Association of School Boards (WASB) to use their best judgment in voting on these resolutions, in light of your Committee's discussion.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on Proposed Revisions to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials

Background

1. This item seeks approval of changes to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, which were last revised earlier this year. The current recommended revisions will allow the district to align the policies and procedure with current best practices relative to the adoption of textbooks and instructional materials.

2. Classroom access to high-quality, aligned, instructional materials is integral to providing effective instruction. These recommendations for revision are being made to ensure that adopted materials are of the highest quality, are aligned to district goals, and meet the needs of our schools, teachers and students. It is hoped that the proposed changes to these policies and procedure will help provide students with textbooks and instructional materials that will have a significant, positive impact on student achievement, on student attitudes and behaviors, and on the interactions in the learning environment for students of all ages, abilities, backgrounds, and areas of interest.

administration's Analysis

3. In order to achieve greater efficiency and effectiveness of operation, the Administration is bringing forward proposed changes to Administrative Policy and Procedure 7.26, Textbook Adoption and Administrative Policy 7.27, Maintenance and Control of Instructional Materials.

4. The recommended revisions to these polices and procedure include principles that will guide the district to adopt textbooks and instructional materials that meet the needs of our schools, teachers, and students.

5. The proposed revisions include a recommendation that the revenue generated by the district's sale of textbooks and instructional materials will be deposited into a centralized revenue account, rather than returned to the schools. The Administration is also updating the guidelines relative to the distribution and return of textbooks and instructional materials.

6. In order to achieve greater consistency and coordination, the Administration is bringing forth revisions to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, consistent with Administrative Policy 9.10, Public Complaints about the Curriculum or Instructional Materials.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Student Success Through Academic Achievement: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategies:

- Teaching is based on a rigorous, relevant, district-aligned, comprehensive K-12 curriculum that is also aligned to MPS learning targets and state standards to ensure consistency in teaching and learning across schools and grade levels, particularly in the areas of English language arts and math.
- Research-proven practices are implemented to improve student achievement.

WTAM applicable (5 year) measurable objectives: 80% of students will read on grade level as measured by WKCE-CRT; Reduce the percentage of MPS graduates who require remedial classes as UWM freshmen to 57%; 75% of ninth graders will graduate in 4 years.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation for revisions to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, are being brought forth consistent with Administrative Policy 9.10, Public Complaints about the Curriculum or Instructional Materials.

9. The Office of the City Attorney has approved the proposed changes.

Fiscal Impact Statement

10. This item does not authorize expenditures. There is no cost associated with revising this policy.

Implementation and Assessment Plan

11. Upon approval of the Board, the revisions indicated in Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, will be made.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials:

Administrative Policy 7.26
Textbooks/Instructional Materials Adoption

(1) The Board shall consider all matters pertaining to the instructional programs, including courses of study, textbooks, and other instructional materials used in the schools. Instructional materials include, but are not limited to, electronic resources (e-books) or other technology and manipulative materials.

(2) Other specific guiding principles to be considered are:

a. materials' alignment to adopted standards and graduation requirements;

b. alignment to district literacy and language-development goals;

c. availability of aligned materials for PreK use;

d. availability of high-quality materials for use in bilingual classrooms (e.g, Spanish-language versions of the same content, quality, and rigor);

e. availability of resources to support differentiated instruction, including aligned, targeted interventions, where appropriate; and

f. to the extent possible and appropriate, representation in content and illustrations of the diversity of district's students, families, and communities and freedom from discrimination on the grounds of gender, age, race, religion, culture, orientation, and disability, etc.

~~(2)~~ (3) After the procedures for the adoption of textbooks/instructional materials, which are subject to Board approval, have been followed, textbooks/instructional materials shall be selected by the Board for adoption. When the Board has adopted any textbooks/instructional materials for use in the schools, these shall not be changed for eight years thereafter.

~~(3)~~ (4) When a subject area is to be opened for adoption, a textbooks/instructional materials-evaluation committee shall be established to study and evaluate available materials and make recommendations to the superintendent concerning textbooks/instructional materials adoptions for the subject area.

~~(4)~~ (5) A parental advisory committee for textbooks/instructional materials evaluation shall be formed in late summer. The committee shall reflect ethnic and gender diversity and shall represent various locations of the city and the different school levels and programs. The committee shall also include appropriate representation for students with disabilities. An invitation to participate in this process shall be extended to all Milwaukee Public Schools parents. In addition, community organizations such as the city-wide PTA, La Causa, United Community Center, and Urban League shall be invited to send parent representatives.

~~(5)~~ (6) The parental advisory committee for textbooks/instructional materials evaluation shall meet with the curriculum specialists to talk about subjects for which textbooks/instructional materials are being adopted and the requirements for the textbooks/instructional materials. They shall be informed of textbooks/instructional materials evaluation committee meetings and invited to serve on the committees if they choose. At least two more meetings shall be scheduled with the curriculum specialists to review the findings and recommendations of the parent advisory committee for textbooks/instructional materials evaluation prior to the Administration's recommendation of textbooks/instructional materials to the Board for adoption.

~~(6)~~ (7) Copies of the textbooks/instructional materials under consideration for adoption shall be made available for Board members, parents, and community members to review.

~~(7)~~ (8) Recommendations for textbooks/instructional materials adoptions shall be in accordance with the following timeline:

(a) The textbooks/instructional materials evaluation committee shall present the recommendations for textbooks/instructional materials adoptions to the superintendent in confidential reports prior to the June meeting of the Board.

(b) After considering the confidential report and recommendations from each textbooks/instructional materials evaluation committee, the superintendent shall make his/her recommendation to the Board at its regular meeting in June. Final action on the textbooks/instructional materials adoption shall be taken not later than the regular June meeting of the Board for textbooks/instructional materials to be used the following year.

—◊—

Administrative Procedure 7.26
Textbooks/Instructional Materials Adoption

The following procedures shall be employed relative to textbooks/instructional materials adoptions.

(1) OPENING SUBJECT AREAS FOR TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTION

(a) In order to provide for a systematic re-evaluation of current textbooks/instructional materials needs as adoptions near expiration, each year at the regular March Board meeting, the Superintendent shall report the subject areas, along with the titles of the textbooks/instructional materials for which adopted textbooks/instructional materials have been in use ~~six~~ seven years or more and may be discontinued at the end of the following school year. The Superintendent's report shall include recommendations for each of the subject areas listed with respect to:

- subject areas to be opened for textbooks/instructional materials adoption
- subject areas in which textbooks/instructional materials adoption is to be discontinued at the end of the following school year and no new adoption made.

(b) In addition to the recommendations concerning textbooks/instructional materials currently in use, the Superintendent may recommend opening for adoption study any subject areas in which no textbooks/instructional materials adoption is in effect but in which an adoption is considered desirable.

(c) Immediately following the Board's action, the Superintendent or his or her designee shall notify each principal of the action taken. Principals shall notify all teachers concerned which subject areas are open for textbooks/instructional materials adoption.

(d) Also following the Board action, a designated member of the Superintendent's staff shall notify the publishers of s textbooks/instructional materials in the subject areas opened for adoption by the Board and through this official correspondence invite publishers to file samples of texts and related instructional materials with the Department of ~~Educational Services~~ Curriculum and Instruction.

(2) NOMINATION OF TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) Upon notification of the opening of a subject area for textbooks/instructional materials adoption, there shall be ample opportunity for teachers and other staff members to be nominated for, or to express interest in serving on, the textbooks/instructional materials evaluation committee for the subject area.

(b) Nominations for and expressions of interest in serving on textbooks/instructional materials evaluation committees will be obtained through a form provided by the designated member of the Superintendent’s staff.

(c) In elementary schools, a faculty may nominate members of its own group or staff members from other schools, or it may offer no nominations if it so chooses.

(d) In secondary schools, the same provisions will apply at the departmental level.

(e) Principals and supervisors may submit nominations.

(f) Individual staff members may express an interest in serving on textbooks/instructional materials evaluation committees.

(g) All committees must include special education teachers.

(3) APPOINTMENT OF TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) textbooks/instructional materials evaluation committees shall be appointed by the Superintendent or his or her designee. In making the appointments, the Superintendent shall be guided by, but not limited to, the list of nominations for, and individual expressions of interest in serving on, the textbooks/instructional materials evaluation committee. In appointing textbooks/instructional materials evaluation committees, the Superintendent shall be guided by the following factors:

1. Relative to nominees: experience, appointment to the professional staff, qualifications in subject area and/or grade level, and recommendations.
2. Relative to composition of the committee: city-wide representation, representation of all levels concerned, including special education representation, when a series is under consideration, and gender and ethnic balance on each committee as far as possible.

(b) Optimally, a textbooks/instructional materials evaluation committee will comprise approximately 12 members, at least three-fourths of whom will be teachers.

(4) RESPONSIBILITIES AND PROCEDURES OF THE TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) The textbooks/instructional materials evaluation committee shall study and evaluate available materials and make recommendations to the Superintendent concerning the subject area concerned.

(b) Each textbooks/instructional materials subject committee shall elect its own chairperson and shall determine its own methods of procedure, except as herein stated.

(c) The textbooks/instructional materials evaluation committee shall establish criteria by which the available materials are evaluated. A written copy of these criteria shall be placed on file in the Department of ~~Educational Services~~ Curriculum and Instruction. The criteria used for selection should be made known to the publishers' representatives.

(d) The textbooks/instructional materials evaluation committee shall solicit reactions and assistance regarding the subject areas under consideration from staff personnel concerned through appropriate avenues, such as:

1. announcements to all schools, inviting written reactions and suggestions
2. meetings with department chairpersons concerned as a staff group
3. meetings with various curriculum committees concerned
4. meetings with curriculum councils
5. meetings with various subject-matter consultants as desired, including reading specialists
6. meetings with publishers' representatives
7. open meetings with personnel concerned
8. balloting by teachers concerned on a city-wide basis.

(e) After the textbooks/instructional materials evaluation committee has studied and evaluated the available materials as indicated above, the committee shall determine by secret ballot of its membership the recommendations to be made to the Superintendent. The textbooks/instructional materials evaluation committee may exercise the following options in its recommendations to the Superintendent:

1. Recommend single, dual, or multiple adoptions to meet the varying needs of students and the needs of the instructional program;
2. Recommend no adoption for a designated subject area if the instructional program would be served better by listing acceptable s textbooks/instructional materials on an open list for selection and use by the various schools;
3. Recommend the use of other materials and media in addition to, or in lieu of, a regularly adopted text.

(f) Each textbooks/instructional materials evaluation committee shall keep a record (file) of proceedings and communications involved in the adoption process. This record, which shall include written analyses of the available material given consideration in the adoption and the basis for recommendations made to the Superintendent, shall be forwarded to the Superintendent together with the recommendations for the subject areas.

(g) Each textbooks/instructional materials evaluation committee shall be provided with sufficient opportunities to accomplish the evaluation and recommendation for selection of a textbooks/instructional materials adoption. These opportunities may include credit for work performed outside of the regular school day or the regular school year and/or released time in certain instances.

(5) RECOMMENDATIONS FOR TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTIONS

(a) The textbooks/instructional materials evaluation committees shall present the recommendations for textbooks/instructional materials adoptions to the Superintendent in confidential reports prior to the April meeting of the Board.

(b) After considering the confidential report and recommendation from each textbooks/instructional materials evaluation committee, the Superintendent shall make his/her recommendations to the Board at its regular meeting in April. Final action on textbooks/instructional materials adoption shall be taken not later than the regular May meeting of the Board.

(6) COMMUNICATIONS WITH PUBLISHERS

(a) During the time in which the textbooks/instructional materials evaluation committees are being nominated, appointed, and organized, a designated member of the Superintendent's staff shall communicate with the various publishers for the purpose of gathering all materials, price quotations, etc. for use by the textbooks/instructional materials evaluation committees. These materials, quotations, and correspondence are to be held on file by the Department of ~~Educational Services~~ Curriculum and Instruction for use by the textbooks/instructional materials evaluation committees.

(b) All publishers who send materials, price quotations, etc. will be sent a list of the members of the textbooks/instructional materials evaluation committee of the Department of Educational Services Curriculum and Instruction. Publishers at any time thereafter may send samples of s textbooks/instructional materials to schools, to the Department of ~~Educational Services~~ Curriculum and Instruction, and to members of the textbooks/instructional materials evaluation committees. Alternative publishers, or not-for-profit publishers, will be given the option of submitting materials to the curriculum specialist coordinating the adoption.

(c) Publishers' representatives shall not be permitted to solicit individual teachers, school leaders or other district administrative staff concerning a textbooks/instructional materials adoption in any school during the period of time a subject is opened for adoption, or to invite any teacher to a publisher-sponsored social event. This rule does not apply to presentations of reference or library books.

(d) After preliminary screening of the materials submitted by all publishers, the publishers' representatives of companies whose books are to be given further consideration by a textbooks/instructional materials evaluation committee may be given an opportunity to present their before a scheduled meeting of the committee concerned.

(7) ALTERATIONS OR REVISIONS TO TEXTBOOKS/INSTRUCTIONAL MATERIALS

(a) When any alterations or revisions shall have been made in any textbooks/instructional materials adopted in the Milwaukee Public Schools, the publishers shall send the Superintendent two copies of the altered or revised textbooks/instructional materials with marginal notes for approval if the publisher desires to furnish it in place of the adopted edition without an increase in price. In the event that the Superintendent approves, the revised textbooks/instructional materials may be used. Full credit allowance shall be given by the publisher if the old and the new books/instructional material(s) cannot be used side by side.

(b) No substitutions or revisions not in the nature of mere corrections shall be permitted, except by vote of the Board, and any unauthorized substitutions in the future shall, when discovered, give cause for either cancellation of the adoption by the Board or the return of such substituted textbooks/instructional materials, whether used or unused, to the publishers with a debit memo for the full cost of the books/instructional materials. In no event shall the use of a revised textbooks/instructional materials be considered as a new adoption or in any way extend the original adoption period.

(8) PRINTING, MAILING, AND OTHER EXPENSES

Any expenses incurred by textbooks/instructional materials adoption committees (printing, mailing of forms, and other necessary expenditures) shall be borne by the Board.

(9) TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION CRITERIA

(a) General criteria for textbooks/instructional materials evaluation are provided to the textbooks/instructional materials evaluation committees. These criteria are:

- consistency with K-12 teaching and learning goals
- appropriate career information
- promotion of critical thinking
- recency of edition
- absence of sexism
- quality of binding
- multi-ethnic approach, including aligned materials for use in Spanish/bilingual classrooms that are comparable in content, quality, and rigor to those materials produced in English
- quality of cover
- freedom from bias
- clarity of format
- relevancy to curriculum
- durability of paper
- currency of material
- cost
- accuracy of material
- organization
- readability
- teaching aids
- author's qualifications
- bibliography

(b) In addition, each textbooks/instructional materials evaluation committee will develop its own specific criteria applicable to the subject area under consideration.

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Administrative Policy 7.27
Maintenance and Control of Textbooks/Instructional Materials

(1) GENERAL GUIDELINES

(a) All textbooks/instructional materials that are purchased by the Board for use by students attending the Milwaukee Public Schools are and shall remain the property of the Board.

(b) The Board, as legal owner of the textbooks/instructional materials used in the Milwaukee Public Schools, shall make such arrangements for the distribution of textbooks/instructional materials to students as it may deem effective and economical. The Board may delegate to its employees, under such terms as it deems best, the power to requisition, distribute, and manage textbooks/instructional materials.

(c) Students enrolled in a class requiring the use of ~~an~~ adopted or approved textbooks/instructional materials shall be provided with the necessary textbooks/instructional materials by the classroom teacher. The principal shall ensure that classroom teachers receive ample supplies of the adopted or approved textbooks/instructional materials. Textbooks/instructional materials furnished for use by a Milwaukee Public Schools' teacher shall be returned to the school textbook coordinator at the end of

the school year, or, in case of withdrawal before the end of the year, the textbooks/instructional materials shall be returned to the school textbook coordinator/bookstore at the time of withdrawal. All students with disabilities shall participate in the general curricular offerings of the school, as per their IEPs, and shall have use of adopted or approved textbooks/instructional materials. The principal shall ensure that classroom teachers receive ample supplies of the adopted or approved textbooks/instructional materials for all general and special education students. If the principal is not supplied with the necessary textbooks/instructional materials, he/she shall requisition them.

(d) Textbooks/instructional materials furnished for use by a student attending the Milwaukee Public Schools shall be returned to the class teacher at the end of the school year, or, in case of withdrawal before the end of the year, the textbooks/instructional materials shall be returned to the teacher/bookstore at the time of withdrawal.

(e) Each student, or his or her parent/guardian, shall be responsible for all textbooks/instructional materials ~~not returned by the student, and any student failing to return all books/instructional materials~~ issued ~~shall forfeit his/her right to use of Board-owned textbooks/instructional materials until the books/instructional materials previously issued but not returned are paid for by the parent or guardian~~. Any student failing to return all issued textbooks/instructional materials shall not be allowed to take textbooks/instructional materials off of the school premises until the textbooks/instructional materials previously issued but not returned are paid for by the student, parent or guardian. The school shall, however, allow students to use textbooks/instructional materials (in school) during each school day. Under circumstances determined by the principal, the school may waive or reduce the payment required after considering the following factors: loss due to fire or other act of nature, family income status (low-income/free or reduced-price lunch), and the student's history of caring for school property.

(f) To the extent possible, materials provided to individual teachers and students are to be recorded in the district-wide electronic textbook-management system.

(2) TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTION

The district's city-wide textbooks/instructional materials adoptions generally occur on an eight-year cycle and should support alignment across PreK-12 grade levels, including related Advanced Placement (AP) and International Baccalaureate (IB) courses. A school may decide on an alternative approach that is educationally sound if the school submits a proposal that is approved by the director of the Department of ~~Educational Services~~ Curriculum and Instruction or other individual as designated by the superintendent. Alternate materials must be planned for and purchased within a time frame that does not disrupt the educational process. Schools that do not pursue this alternative route must purchase the adopted textbooks/instructional materials.

(3) STUDENT ACCESS TO TEXTBOOKS/INSTRUCTIONAL MATERIALS

(a) Each student within a classroom, including students with disabilities, will have equal access to any available textbooks/instructional materials by one of the following options, as recommended by the Superintendent or his or her designee:

1. textbooks/instructional materials provided for each student to take home;
2. textbooks/instructional materials provided via a classroom set;
3. textbooks/instructional materials provided as both a classroom set and take-home copy for each student; or
4. other specified arrangement, as deemed appropriate by the principal/school leader to the subject area, including, but not limited to, on-line technology.

(b) The educational program and policies of a school must not preclude a student from having access to appropriate instructional materials, particularly adopted textbooks. Parents and students must not be required to be personally proactive in order to gain access to textbooks/instructional materials; that is, such requirements as security deposits or that parents individually check textbooks/instructional materials out of the library are deemed inappropriate.

(c) When there is a problem of loss or misuse of textbooks/instructional materials, a school community should evaluate the educational and other causes and solutions. Students, parents, teachers, and others must all be effectively involved in addressing the issues.

(d) ~~Schools should have latitude in designing systems of accountability within district guidelines, including those outlined in the Handbook on Student Rights and Responsibilities. Each school is responsible for monitoring textbooks/instructional materials, developing systems of accountability, and collecting lost or damaged textbooks/instructional materials issued by the school.~~ Principals shall appoint school textbook coordinators who will be responsible for distributing, collecting, and conducting an inventory of all textbooks/instructional materials at the school level through the use of a district-wide textbook-management system. Guidelines shall be developed for ~~principals~~ schools on accountability and on issuing replacement textbooks/instructional materials.

(e) If a teacher gives an assignment that requires textbooks/instructional materials, each student must be allowed to take related textbooks/instructional materials home or be able to access materials on-line or through other appropriate access (e.g. after school on school premises), if needed.

~~**(4) HOMEWORK POLICIES**~~

~~(a) If a teacher gives an assignment that requires textbooks/instructional materials, each student must be allowed to take related textbooks/instructional materials home or be able to access materials on-line.~~

~~(b) All homework should enhance classroom instruction. Homework should:~~

~~1. provide practice;~~

~~2. enhance what is taught in class; and~~

~~3. provide opportunities for students to explore further.~~

~~(c) Each school must have a written homework policy commensurate with administrative policies. The policy should be developed with the involvement of teachers, parents, and students.~~

~~(4)~~ (5) FUNDING CONSIDERATIONS

(a) All newly adopted textbooks/instructional materials shall be funded centrally. Adopted textbooks/instructional materials shall be provided for all students including students with disabilities. Special education teachers shall be provided with teacher editions at multiple grade levels to appropriately support the students in their class(es). Schools that choose and receive approval for alternative materials for a given course shall be credited with the funds that would normally be allocated for textbooks/instructional materials for that course and should then purchase alternative materials from school funds.

(b) ~~Funds collected by schools for lost or damaged textbooks/instructional materials or resale of obsolete textbooks/instructional materials shall be returned to the school rather than to a centralized revenue account.~~ Textbooks/instructional materials that are purchased by the Board are district assets and, therefore, cannot be sold by schools.

(c) Funds collected by the district due to the sale of obsolete textbooks/instructional materials shall be returned to a centralized revenue account.

~~(5)~~ (6) OPTIONAL PURCHASE OF TEXTBOOKS/INSTRUCTIONAL MATERIALS BY STUDENTS

The principal or designee shall, upon request of any student, or the parent of any student, sell to such individual making the request, textbooks/instructional materials of the kind requested at a price not to exceed the cost paid. Such purchasing matters shall be processed through the office/bookstore, with the proceeds of such sales being returned to the Board.

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Adopted with the roll call vote on the balance of the Committee reports.

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(Item 3) Action on Proposed Revisions to Administrative Policy 6.33, Student Teaching and Internships, To Reflect a Centralized Process for Placements of University Students within the District

Background

As one of the contributions to the development and strengthening of the education profession, Milwaukee Public Schools is committed to providing opportunities for clinical education, student teachers, student administrators, and field-placement students to be assigned to schools within the district upon request from accredited colleges and universities that have approved programs in education.

Administration's Analysis

1 Administrative Policy 6.33, Student Teaching and Internships, which was last revised in 1996, reflects an outdate, decentralized process that has caused several problems within the district. The Administration is seeking approval of revisions to the policy to reflect a centralized assignment policy that includes clinical education, student teachers, student administrators, and field-placement students.

2. Universities and colleges have contacted schools and teachers directly to make arrangements for placements of clinical education, student teachers, student administrators, and field-placement students. This process has raised several issues, such as the district's lack of current agreements with the universities and colleges, of criminal background checks, and of centralized records of who is in the district. Also at issue is who has liability for students.

Strategic Plan Compatibility Statement

3. The item supports the *MPS Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 7 The district central services departments support student learning

Goal 8. The district builds partnerships to support student learning.

Statute, Administrative Policy or Board Rules Statement

4. This item recommends updating the current Administrative Policy 6.33, Student Teaching and Internships, to reflect a centralized process for placements of university students within the district.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. Upon the Board's approval of the revisions to Administrative Policy 6.33, the Office of Board Governance will publish the revised policy.

7. The Administration will develop a document explaining the placement process for clinical education, student teachers, student administrators, and field-placement students.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the following revision to Administrative Policy 6.33, Student Teaching and Internships, to reflect a centralize procedure for placements of university students within the district; and

2. direct the Administration to develop and implement a feedback loop.

Administrative Policy 6.33
~~Student Teaching, and internships~~
Clinical Education, Student Teaching ,Student Administrator, and Field-Placement Students

(1) GENERAL

(a) As one of its contributions to the development and strengthening of the education profession,

the Milwaukee Public Schools recognizes its responsibility for providing opportunities for ~~student teachers,~~ clinical education, student teachers, student administrators, and field-placement students to be placed within our district upon request from colleges and universities with approved certification programs in ~~teacher~~ education.

~~(b) While institutions within the City of Milwaukee which are approved for regular elementary and secondary teacher education shall typically contact schools directly through their principals for placement of student teachers, institutions outside the City which are approved for the preparation of regular teachers normally make contacts for student teacher placement through the Division of Curriculum and Instruction.~~

~~(c) Institutions approved for the preparation of exceptional education teachers both within and outside the City of Milwaukee shall contact the Division of Special Services.~~

~~(d) In either case, however, the following policies have been held over time and apply to the placement of student teachers.~~

~~1.~~ (b) ~~Student teachers, preferably~~ Clinical education, student teachers, student administrators, and field-placement students shall not be assigned to buildings in which their spouses, significant others, domestic partners, or dependents are otherwise assigned.

~~2.~~ (c) ~~Student teaching,~~ Clinical education, student teaching, placement of student administrators, and field placement ~~is~~ are done on a credit basis ~~and is~~ through an arrangement ~~made~~ between the student and the college or university. Consequently, ~~student teachers~~ clinical education, student teachers, student administrators, or field-placement students shall not be on the payroll of the Milwaukee Public Schools at any time during which ~~student teaching~~ credits are being earned.

~~3.~~ (d) Staff members of the Milwaukee Public Schools ~~serving under temporary licensure or in capacities other than teaching, but~~ who are enrolled in ~~student teaching~~, clinical education or are student teachers, student administrators or field-placement students may, upon agreement with the college or university involved, fulfill ~~the student teaching requirement in one of the following ways~~ this requirement by taking a personal leave of absence for the period of time during which the credits shall be earned. The procedure for getting an approved personal leave is as follows:

~~a. By taking a personal leave of absence if the period of time is less than one semester, during which time student teaching credits will be earned. The employee shall be off the payroll, and any fringe benefits which the employee may wish to continue may be purchased through direct payment to the Department of Human Resources.~~

~~b. Student teaching experience may be restricted to a certain portion of a work day and may be combined with part-time employment through the Milwaukee Public Schools if:~~

~~(i) Such an arrangement is convenient and efficient at the work location assigned;~~

~~(ii) Such arrangement provides no conflict with either the paid work or the student teaching experience; and~~

~~(iii) The combination of paid work and student teaching experience may be deemed to be in the best interests of the school system.~~

1. The employee must submit the Request for Study Leave to the Benefits Office of the Office of Human Resources.

2. Upon approval, the Benefits Office of the Office of Human Resources shall provide the policy regarding leaves of absence for the employee's review and reference.

3. The unpaid leave will impact on the employee's Board paid benefits status.

4. The employee shall be off the payroll, and any fringe benefits which the employee may wish to continue may be purchased through direct payment to the Benefits Office of the Office of Human Resources.

(e) ~~Employees teaching in areas of special need (e.g., bilingual, E.D.) may do their student teaching on the job, if agreed to by the Milwaukee Public Schools and the student's college or university.~~ Monetary stipends from the college or university for placement of students shall be given to the Milwaukee Public Schools Foundation.

(2) ~~EARLY TEACHING CONTRACT PROGRAM~~ STUDENT TEACHING, STUDENT ADMINISTRATOR, AND FIELD-PLACEMENT PROCESS

(a) ~~The Board **authorizes** an early teaching contract program with the University of Wisconsin-Milwaukee, Cardinal Stritch College, Mount Mary College, Alverno College, and Marquette University for the purpose of encouraging well qualified students to prepare for a career in education in an urban setting, specifically Milwaukee.~~ When a college or university wishes to place students with MPS, it must sign the Milwaukee Board of School Directors (MBSD) Agreement. This signed agreement is reviewed by the Benefits Office of the Office of Human Resources. The MPS Benefits Office of Human Resources sends the signed agreement to the MPS's Superintendent for approval and signature.

(b) ~~Under the plan, priority in granting a Milwaukee Public Schools teaching contract shall be extended to students enrolled in schools of education at various institutions of higher education in the metropolitan area who meet established requirements. Provided these students carry through with their required course work and student teaching in the Milwaukee Public Schools during their junior and senior years, they shall be given priority for employment by the Milwaukee Public Schools upon graduation.~~ The college or university then submits the student's Application for Participation in a Clinical Education, Student Teaching, Student Administrator, or Field-Placement Program to the Classified Staffing Office of Human Resources for a background check.

(c) ~~The informational seminars of the program, for these students, shall be related to the specific needs of the Milwaukee Public Schools~~. The MPS Classified Staffing Office of Human Resources notifies the college or university of the approval or non-approval of the student.

(d) ~~The students must attend all informational seminars, have successfully completed student teaching within the Milwaukee Public Schools, meet certification requirements of the Wisconsin Department of Public Instruction, graduate, and have a successful interview with the Department of Human Resources~~. If the student has been approved, the district sends the request for placement to the MPS principal or school leader.

(e) ~~Under the plan, an early Milwaukee Public Schools teaching contract shall be extended to juniors in a university/college who meet established requirements. Provided these students carry through with their required course work and student teaching in the Milwaukee Public Schools during their junior and senior years, they shall be given priority for employment by the Milwaukee Public Schools upon graduation~~. The principal or school leader contacts the potential MPS cooperating teacher for acceptance of student.

(f) ~~The instructional program for these students shall be related to the specific needs of the Milwaukee Public Schools, and their student teaching experiences shall include aspects of the Milwaukee Public Schools' teacher evaluation process.~~ The MPS principal or school leader sends acceptance of student placement to the Office of Human Resources.

(g) ~~The students must successfully complete the junior and senior year program, meet certification requirements of the Wisconsin Department of Public Instruction, and have a successful interview with the Milwaukee Public Schools.~~ The Office of Human Resources contacts the college or university with approval of request for student placement.

(h) Once the process is completed, the college or university may work directly with the MPS principal or school leader and cooperating teacher where the student(s) have been placed.

(3) CLINICAL EDUCATION PLACEMENT PROCESS

The process outlined below is for school counselors, school nurses, occupational therapists, physical therapists, speech language pathologist, school psychologists, and school social workers.

(a) The college or university requests the Milwaukee Board of School Directors Agreement from MPS Office of Human Resources.

(b) The MPS Office of Human Resources sends the Milwaukee Board of School Directors Agreement to the college or university. Once signed, the agreement is returned to the district for the Superintendent's approval and signature.

(c) The MPS Office of Human Resources notifies the college or university and the MPS Program Coordinator that the agreement is in place.

(d) The college or university contacts the MPS Program Coordinator to request a student placement.

(e) The MPS Program Coordinator conducts an interview or uses the program-selection process to select the student.

(f) The MPS Program Coordinator sends the student's Application for Participation in a Clinical Education, Student Teaching, Student Administrator, or Field-Placement Program to the MPS Classified Staffing Office of Human Resources for a background check.

(g) The MPS Classified Staffing Office of Human Resources notifies the MPS Program Coordinator of the approval or non-approval of the student

(h) If approved, the Program Coordinator notifies the college or university of the student's approval and assigns a clinical instructor to the student.

(i) The MPS Program Coordinator notifies the Office of Human Resources and the school principal or school leader of the placement.

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Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Action on a Proposed Revision to Board Governance Policy 2.12, Board Audits: Annual Plan and Coordination

Background

1. In September 2009, the Office of Board Governance-Audit Services underwent a peer review by the Association of Local Government Auditors (ALGA) for the purpose of ensuring that Audit Services' internal quality-control system was suitably designed and operating effectively to provide reasonable assurance of compliance with Government Auditing Standards for audits conducted during the period from April 1, 2006, through March 31, 2009. The results of ALGA's review indicated that Audit Services' internal quality-control system was suitably designed and operating effectively, and as a result, Audit Services received a full compliance opinion.

2. The peer reviewers, however, did note that, in order to enhance compliance with the Government Auditing Standards for Organizational Independence for Internal Audit Functions, the Office of Board Governance should develop an Audit Services Charter. The peer reviewers indicated that this document would serve as a mission statement for the Office's purpose and goals, as well as the independent reporting structure, responsibilities, and authority.

3. Board Governance Policy 2.12, Board Audits: Annual Plan and Coordination, provides for annual approval of audit activities. The following proposed revision to Board Governance Policy 2.12, Board Audits: Annual Plan and Coordination, includes language changes under the proposed new Section 3 to address the peer reviewers' comments. These proposed changes address the independence and authority of the internal audit function, as recommended.

Committee's Recommendation

Your Committee recommends that, in order to conform with the recommendations resulting from the peer review conducted by the Association of Local Government Auditors, the Board adopt the following revisions to Board Governance Policy 2.12:

BG 2.12:
BOARD AUDITS: ANNUAL PLAN AND COORDINATION

(1) ADOPTION OF ANNUAL AUDIT PLAN

The Board shall adopt an audit plan each year. Audits not ordered in the audit plan, but later determined to have major implications to the District, will require Board approval to amend the annual plan of audits. The director of the Office of Board Governance shall have the authority to approve critical and emergency audits during the year.

(2) EXTERNAL CONTRACTOR/AGENCY AUDITS OF THE DISTRICT

The Office of Board Governance shall be responsible for coordinating and monitoring all Board-requested audits and program evaluations performed by external contractors and agencies. Contracted audit and program evaluation services shall be awarded in accordance with Milwaukee Public Schools' usual contracting policies and procedures and, if required by policy, shall be recommended for approval to the Board by the audit committee.

(3) INDEPENDENCE AND AUTHORITY

In performing its work, the Office of Board Governance-Audit Services will have no direct responsibility or authority for any of the activities or operations which it reviews. In carrying out audit duties and responsibilities, Office of Board Governance-Audit Services staff will have full, free, and unrestricted access to all organizational activities, records, property, and personnel relevant to the performance of an audit, review or investigation.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 5) Action on a Proposed Administrative Policy 9.13, Records Retention and Destruction, and the Creation of a Records-Management Advisory Committee

Background

1. Milwaukee Public Schools accumulates thousands of pages of records each year, the management of which is required and regulated by Wisconsin law. As questions have frequently arisen as to how our records are to be stored, destroyed, accessed, and retained, the District is in need of an overarching policy that guides MPS employees in the procedures related to records management.

2. In July, 2007, the Office of Board Governance began consulting with the Office of the City Attorney to develop a records-management system. The process will require a significant investment and coordination of time and resources.

3. In consultation with the City Attorney and the Office of Accountability and Efficiency, the Office of Board Governance has drafted the proposed Administrative Policy 9.13, Records Retention and Destruction.

4. The policy also calls for the establishment of a Milwaukee Public Schools Records-Management Advisory Committee that will vet all issues related to records management in order to further ensure accountability.

Analysis

5. As a public entity, Milwaukee Public Schools is legally bound, with few exceptions, to make its records available to the public. Some records that may have historical significance must be turned over to the state historical society for proper archiving. Other records must be held as part of the documenting of legal proceedings.

6. While MPS has crafted a solid procedure for responding to public records requests, the District has no consistent means of storing, retaining, accessing, and destroying records.

7. A lack of a formal records-management policy creates inefficiencies, with duplicate copies of the same records taking up valuable and scarce storage space. Duplicate recordkeeping also leads to a slow turnaround time when facilitating public records requests because our practice is to search for *all* records, which includes any duplicates.

8. Currently the District cannot demonstrate consistent criteria under which records are destroyed. The District faces potential legal liability when records are destroyed without consistent standards.

9. With its adoption of Resolution 0910R-031, which called for the development of a plan to implement environmentally friendly purchasing of goods, services, and technologies, the Board has expressed its desire for the District to "go green." Reducing the amount of paper records which the District holds and transitioning to paperless recordkeeping will improve the green environment of the District.

10. Further, moving toward electronic recordkeeping will create efficiencies by reducing the amount of physical storage facilities, by saving money on duplication costs, and by making it easier for anyone to quickly access documents.

11. The Department of Public Instruction (DPI) has published a suggested retention schedule. The DPI's schedule, which has been adopted by numerous schools throughout Wisconsin, takes the guesswork out of ascertaining how long school districts should hold specific records.

12. This item calls for the adoption of the DPI's schedule, with two exceptions: management of student records, which is already covered by Administrative Policy 8.42, and management of records pertaining to elections of school board members, which, in Milwaukee, is handled by the City Election Commission.

Strategic Plan Compatibility Statement

13. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM Strategy: Central services assists departments and schools in meeting statutory and regulatory requirements and standards.

Statute, Administrative Policy or Board Rules Statement

14. Adoption of the recommend policy would enable Milwaukee Public Schools to adhere more stringently to the regulations put forth in subchapter II of Wis. Stat., §19, General Duties of Public Officials. It would also better align our practices with the standards set forth in Wis. Stat., §16.61, Department of Administration.

Fiscal Impact Statement

15. Approval of this item will have a fiscal impact.

a. $127,000 has been allocated for the salary and benefits of the Records-Management Specialist. Resources needed to staff the Records-Management Advisory Committee have been allocated in the Office of Board Governance's budget.

b. Additionally, any direct costs related to records management will be developed as part of the long-term planning for the District and brought to the Board as needed, prior to implementation.

Implementation and Assessment Plan

16. The Office of Board Governance, in conjunction with the Office of Human Resources, is in the process of creating a position description and filling the position of a Records-Management Specialist.

17. Should the Board approve this item, the newly adopted policy will be published for implementation.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the proposed Administrative Policy 9.13, Records Retention and Destruction, as presented below; and

2. approve the creation of the Records-Management Advisory Committee, as described and defined below.

Administrative Policy 9.13
Records Retention and Destruction

(1) INTRODUCTION

(a) Milwaukee Public Schools accumulates thousands of pages of records every year. Questions arise frequently regarding record retention and destruction and the interpretation of statutes relating to the transfer of records.

(b) Records are a basic tool of transacting business on behalf of Wisconsin government agencies and are the foundation for government accountability. Records management is both required and regulated by Wisconsin law. This policy provides guidelines for complying with legal, fiscal, and archival requirements for records retention, as well as guidance regarding cost-effective management of the District's records.

(2) PURPOSE

The purpose of the District's record retention schedule is to:

- provide Milwaukee Public Schools with uniform guidance for the retention and disposition of common records;
- ensure that Milwaukee Public Schools retains records as long as needed in order to complete the transaction of business and comply with the law;
- provide Milwaukee Public Schools with legal authorization to dispose of expired records on regularly scheduled bases after minimum retention periods are met; and
- promote cost-effective records management.

(3) DEFINITIONS

a) "Records" means any material on which written, printed, drawn, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created by, kept in custody of, under control of, or filed with any department, agency, board, commission, officer, or employee of the Milwaukee Board of School Directors, except library materials

kept for public use or examination. "Record" includes, but is not limited to, handwritten, typed, or printed pages, maps, charts, photographs, films, recordings, tapes (including computer tapes), computer printouts, and any machine-readable record. A record also includes any record that is produced or collected under a contract or agreement entered into by the between District and an independent contractor.

b) "Archive" means records more than two years old with permanent administrative or historical value.

(4) RECORDS MAINTAINED

Records are held by designated custodians. Public notice of the current records custodians is given by Milwaukee Public Schools District pursuant to Wis. Stat. §19.34.

(5) ACCESS

Members of the public may obtain information and access to records by making requests, either in writing or in person, to the Office of Board Governance at Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, 53208. Written requests by mail should be sent to the Office of Board Governance at P.O. Box 2181, Milwaukee, WI 53201-2181. Members of the public also may request records from the respective principal at the actual school where the records are maintained.

(6) RETENTION AND DESTRUCTION OF RECORDS

(a) The Milwaukee Public Schools District shall retain records in accordance with the Wisconsin Records Retention Schedule for School Districts prepared by the Wisconsin Department of Public Instruction. This policy shall encompass all records as per the schedule, with exceptions for:

1. student Records covered by Administrative Policy 8.42; and

2. records held by the City of Milwaukee Election Commission.

(b) This modified schedule shall be defined as the MPS School District Records Retention Schedule.

(c) MPS is required to follow schedules, including retention periods and disposition directions for applicable records; however, records may be delayed from destruction if they are useful on an ongoing basis as a business resource. It is also important to understand that, under Wisconsin law, public records must be delayed from destruction if:

- the records are required for financial or performance audit or reporting;
- the records are relevant to an existing, pending, or impending legal proceeding; or
- a relevant public record request has been received and not completed.

(d) Before disposing of a record, the designated custodian must determine if an audit, financial or performance report, litigation, or threat of litigation, or public record request is pending. And notably, after a public records request has been filed, Wisconsin law forbids the destruction of any relevant record until the request is granted, or at least 60 days after the request is denied, and court orders may extend this time period. Wis. Stats §19.35(5).

(e) Records-destruction policy will follow the Wisconsin Department of Public Instruction's guidelines as listed in the Wisconsin Records Retention Schedule for School Districts, with the following exceptions:

1. Public records may be preserved by electronic, scanned, microfilm, or any other photographic reproduction method. The reproduced document becomes the public record when saved on a network drive approved by the Division of Technology that is searchable and accessible by others in the District, consistent with state and federal laws, rules, and regulations. The original document then becomes a duplicate. The

records shall meet the standards for photographic reproduction set forth in Wis. Stats. §16.61(7), shall be preserved along with other files of the school District, and shall be open to public inspection and copying according to the provisions of state law.

2. Copies, or duplicates, of original records may be destroyed when they are no longer needed, as set forth in Wis Stats. §16.61.

3. Video and electronic surveillance records with *no* discernable incident shall be kept as long as administratively necessary. If there is a discernable incident with evidentiary value, then the record will be kept 120 days or as long as legally necessary.

4. All custodians shall contact the MPS Records-Management Advisory Committee prior to the disposal of any records or artifacts that custodians have questions or concerns about.

5. Once the State Public Records Board has approved the MPS School District Records Retention Schedule, records shall be retained, transferred, and disposed of as indicated on the MPS School District Records Retention Schedule.

(7) MPS RECORDS-MANAGEMENT ADVISORY COMMITTEE

An MPS Records-Management Advisory Committee will be established. Upon establishment of this Committee, all issues related to the development and maintenance of the District's management programs, standards, and policy revisions shall be vetted through this Committee.

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Milwaukee Public Schools
Records-Management Advisory Committee

1. COMPOSITION

A Records-Management Advisory Committee to the Milwaukee Board of School Directors (MBSD) shall be created, consisting of the following individuals or their designees:

a. the Superintendent;

b. one member of the Milwaukee Board of School Directors, to be appointed by the Board's President;

c. the Board Clerk, who shall be the Chairperson of the Committee;

d. the Chief Financial Officer;

e. the Chief Operations Officer;

f. the Chief of Family Services;

g. the Chief Academic Officer;

h. the Chief of Human Resources;

i. the Director of the Office of School Administration;

j. the Chief Accountability and Efficiency Officer;

k. the Director of the Division of Technology, or a designee who is well versed in electronic storage and retrieval methods, who shall serve as Executive Secretary of the committee;

l. the Director of Benefits and Insurance, or a designee well versed in risk management; and

m. the Director of Facilities and Maintenance.

2. DEFINITIONS

a. "Record" means any material in which written, printed, drawn, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created by, kept in custody of, under control of, or filed with any department, agency, board, commission, officer, or employee of the Milwaukee Board of School Directors, except library materials kept for public use or examination. "Record" includes, but is not limited to, handwritten, typed or printed pages, maps, charts, photographs, films, recordings, tapes (including computer tapes), computer printouts, and any machine-readable record. A record also includes records produced or collected under a contract agreement entered into between the District and an independent contractor.

b. "Archive" means records over two years old with permanent administrative or historical value.

c. "Committee" means the Milwaukee Board of School Directors' Records-Management Advisory Committee.

3. DUTIES

The Committee shall:

a. promote a district-wide vision for records management;

b. assist the Director of Technology in the implementation of the Division of Technology's information technology and management responsibilities:

b-1. promote a district-wide vision for information and technology management through the coordination and effective management of information-technology resources;

b-2. review and recommend approval of the section of the district-wide Information Technology Strategic Plan submitted by the Director of Technology;

b-3. review the Director of Technology's reports on progress toward achieving the goal's established in the Strategic Plan related to records management; and

b-4. assist the Director of Technology in analysis of and recommendations on information-technology issues related to records management;

c. promote district-wide sharing of information resources;

d. promote the use of the District's information resources to improve the policymaking process and administration of district business;

e. promote public access to the District's information resources;

f. provide guidelines for development and maintenance of the District's records-management program, including standards for creation, access, distribution, documentation, organization, maintenance, security, use, and disposition of all district records;

g. promote implementation and maintenance of records-management programs within district departments, including development of safeguards against unauthorized use or removal of district records;

h. analyze the District's current records-management practices and set up systems for the preservation, retention, and disposition of such records;

i. disseminate records-management information to district departments to facilitate training of department personnel in records management;

j. oversee the transition to Administrative Policy 9.13, review future requests for changes to the approved record-retention schedule or changes to Policy 9.13, and make recommendations to the Board for final approval; and

k. provide guidelines for the operation of the District's records-management program, which shall provide the following services for all district departments: storage, retrieval and disposition of district records; central imaging and microfilming services; and maintenance of secure and non-secure structure plans.

4. LENDING OF DISTRICT RECORDS

All loans shall be governed by written agreements negotiated by the District and the borrowing entity. All such agreements shall be approved by the Board and shall indemnify and hold the District harmless for any loss, liability, damage, or destruction of MPS property lent under the agreement.

5. RECORDS TO REMAIN DISTRICT PROPERTY

All records shall remain the property of the Board and shall be preserved, stored, transferred, destroyed, disposed of, or otherwise managed in accordance with this section and the laws of the State of Wisconsin. No records shall be destroyed, transferred out of the control of the District, or otherwise disposed of without final approval, as mandated under the regulations put forth in district policies and procedures.

6. STAFFING

The Board Clerk, or designee, shall be the Chair of the Committee. The Director of Technology, or designee, shall serve as its executive secretary. The City Attorney shall designate an Assistant City Attorney to be present at all meetings of the Committee.

7. CHANGES TO POLICY

The Administration, the Office of Board Governance, or the Office of Accountability and Efficiency shall bring any necessary amendments to this policy to the Board for approval.

8. SUB-COMMITTEE

The Committee may create sub-committees to recommend policy issues for the Committee's action, review policies proposed by the Committee, assist the Director of Technology in the implementation of policies established by the Board, and coordinate the development and use of related information resources.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Action on the Proposed Creation of Administrative Policy 6.35, Whistleblower Protections, and on Proposed Related Revisions to Board Governance Policy BG 2.04, Board Member Authority and Duties

Background

1. This item proposes creation of Administrative Policy 6.35, Whistleblower Protections, and related revisions to Board Governance Policy BG 2.04, Board Member Authority and Duties, to guarantee protections to "whistleblowers" — including members of the Milwaukee Board of School Directors, its employees, its independent contractors, and volunteers in our district — who, in good faith, report suspected illegal or unethical activities in our schools or central operations.

2. Section 1553 of the American Recovery & Reinvestment Act (ARRA) provides that employees of non-federal employers — including state and local governments, contractors, subcontractors, grantees, professional membership organizations, or any person acting in the interest of ARRA fund recipients — who receive ARRA funds are protected from being discharged, demoted, or otherwise discriminated against as a reprisal for making a protected disclosure.

3. To be protected, the employee must make the disclosure to the Recovery Accountability and Transparency Board, an Inspector General, the Comptroller General, a member of Congress, a state or federal regulatory or law-enforcement agency, a person with supervisory authority over the employee, a court or grand jury, the head of a federal agency, or their representatives.

4. In addition, the employee must reasonably believe that the information provides evidence of:

- gross mismanagement of an agency contract or grant relating to recovery funds;
- a gross waste of recovery funds;
- a substantial and specific danger to public health or safety related to the implementation or use of recovery funds;
- an abuse of authority related to the implementation or use of recovery funds; or
- a violation of law, rule, or regulation related to an agency contract or grant relating to recovery funds.

5. ARRA also requires recipients of ARRA funds to post information and to notify employees of the whistleblower protections under the Act (see attachment to this item). Posters are available for download from the U.S. Department of Education:

http://www2.ed.gov/about/offices/list/oig/hotlineposters.html.

Analysis

6. All members of the Milwaukee Board of School Directors, its employees, its independent contractors, and the volunteers who serve its students have a responsibility to report any illegal or unethical activities which they might observe in our schools or central operations.

7. While ARRA does not mandate that a school district that receives ARRA funds have a policy addressing the protections afforded to whistleblowers, good and just fiscal and operational practice recognizes the wisdom of having such a written policy, not only as it would apply to ARRA funds, but to all matters relating to the legal and ethical conduct of the business of the Milwaukee Board of School Directors and the district which it governs on behalf of the citizens of Milwaukee and their children.

8. The Office of Board Governance has worked with the Office of the City Attorney to draft the proposed Administrative Policy 6.35, Whistleblower Protections, and the related revision to Board Governance Policy BG 2.04, Board Member Authority and Duties.

Strategic Plan Compatibility Statement

9. The recommendation supports the *Working Together, Achieving More* Strategic Plan:

Goal 4: School staffs [be] accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility

Goal 6: The district [be] accountable for measurable results

Goal 7: The district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

10. This item proposes creation of Administrative Policy 6.35, Whistleblower Protections, and related revisions to Board Governance Policy BG 2.04, Board Member Authority and Duties.

11. The recommendation is an extension of the requirement of Section 1553 of the American Recovery & Reinvestment Act (ARRA) that non-federal employers post information and notify their employees of the Whistleblower protections under the Act..

12. The recommendation is in line with, and supports, Board Governance Policy BG 2.01, General Governance Commitment

Fiscal Impact Statement

13. The creation of creation of Administrative Policy 6.35, Whistleblower Protections, and related revisions to Board Governance Policy BG 2.04, Board Member Authority and Duties, will carry no fiscal impact.

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the Office of Board Governance will publish the new Administrative Policy 6.35 and the revised Board Governance Policy BG 2.04.

15. The Office of Board Governance will also provide the Administration and the Chief Accountability and Efficiency Officer with copies of the new Administrative Policy 6.35 and the revised Board Governance Policy BG 2.04 for district-wide distribution as provided in the new Administrative Policy 6.35, including posting on the District's main website and on the MPS Office of Accountability and Efficiency's website.

16. In accordance with the provisions of the American Recovery and Reinvestment Act, information and notification to employees of the whistleblower protections under the Act will be posted on the District's main website and on the MPS Office of Accountability and Efficiency's website.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the new Administrative Policy 6.35, Whistleblower Protections, as presented below;

2. approve the addition of a paragraph (7) to Board Governance Policy BG 2.04, Board Member Authority and Duties, as presented below; and

3. direct that, in accordance with the provisions of the American Recovery and Reinvestment Act, information and notification to MPS employees of the whistleblower protections under the Act be posted on the main websites of the district and of the MPS Office of Accountability and Efficiency.

Administrative Policy 6.35
Whistleblower Protections

(1) The purpose of this policy is to support the Milwaukee Public School District's (MPS) goal of legal and ethical compliance. MPS encourages the members of the Milwaukee Board of School Directors, its employees, and its volunteers to share their questions, concerns, suggestions, or complaints with someone who can address them properly.

(2) It is the responsibility of all members of the Milwaukee Board of School Directors, employees, independent contractors, and volunteers to report legal, criminal, policy, or ethical violations.

(3) An MPS employee, volunteer, or independent contractor may not be retaliated against for disclosing information regarding:

(a) a violation of any state or federal law or local ordinances;

(b) a violation of the policies of the Milwaukee Board of School Directors or the district;

(c) alleged mismanagement, criminal activity, or alleged abuse of authority within MPS;

(d) alleged substantial waste of public funds; or

(e) an alleged danger to public health or safety.

(4) An MPS employee may disclose the information to the President of the Milwaukee Board of School Directors, the Chief Accountability and Efficiency Officer, or the Superintendent. If the reporting

individual is uncomfortable speaking with, or is not satisfied with the response of, the foregoing individuals, the information may be reported to the Director of the Office of Board Governance. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the parameters of adequate investigation.

(5) No Board member, employee, or volunteer who makes a good-faith report under this policy (or who cooperates in inquiries or investigations) shall suffer harassment, retaliation, or adverse employment consequences.

(6) Any employee or volunteer who retaliates against an individual who has, in good faith, made a report under this policy is subject to discipline up to and including termination, in accordance with applicable labor agreements, employment laws, and district policy.

(7) To be protected by this policy, individuals who report violations or suspected violations must be acting in good faith based on reasonable belief that the reported information represents a valid policy, ethical, or legal violation. Unsubstantiated allegations or reports that prove to have been made falsely or maliciously will be viewed as serious disciplinary offenses.

(8) This policy will be provided to all Board members, employees, and volunteers, and included in new employee orientation, as well as in ongoing training programs for employees and volunteers. This policy will also be posted on both the District's main website and on the MPS Office of Accountability and Efficiency's website.

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BG 2.04
Board Member Authority And Duties

(7) No employee of the Milwaukee Public Schools shall suffer adverse employment consequences, retaliation, or harassment for contacting a Board member to offer information which the employee reasonably believes would assist the Board in carrying out its responsibilities.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

1 Gerard Randall has been named the new full-time Executive Director of the Milwaukee Partnership Academy (MPA). A founding member of the MPA, he has served for many years as an MPA Executive Partner. Meetings with the Executive Partners and various individuals within the MPA have been taking place.

2. The Teacher & Principal Quality Work Group has continued to work on the cooperating teachers/placement of student teachers handbook and has been working on some online data for this initiative.

Update on the Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP)

3 Year-Seven results of the MMP Program Evaluation were shared at the November Math Teacher Leader (MTL) meetings by Carl Hanssen of Hanssen Consulting, the external evaluator of the MMP Program. Goals and highlights of the evaluation shared in the presentation included:

a. Evaluation Goals:

- to help the MMP better serve its constituents and improve its effectiveness; and
- to serve the broader mathematics education community through documentation and dissemination of MMP success factors.

b. Key Evaluation Question: What are the critical factors or conditions promoted by the MMP that are related to student achievement?

c. Findings regarding achievement differences in schools with released vs. non-released MTLs:

- There was an initial bias toward providing underperforming schools with a released MTL.
- Over time, the position appears to have been effective for helping close the gap between low- and high-performing schools.
- In the most recent year, there are no statistical differences in quadrant membership between schools with and without released MTLs.

d In researching whether there is a relationship between involvement in MMP activities and student achievement:, initial results suggest that involvement is a predictor of student achievement — most notably between the no-involvement and other groups (low-, medium-, and high-involvement).

e. Results after controlling for grade level indicate that teachers' MKT (Mathematical Knowledge for Teaching) accounts for 4.6 percent of variability in WKCE scores.

f. Findings of the school-based social network analysis:

- Strong networks manifest multiple characteristics — hig- density, MTL In-Degree & Betweenness, MTS In-Degree, and Principal In-Degree.
- The Released MTL Position may be eroding some characteristics of strong networks.

4. MTL meetings for November took place on November 9 and 11. The opportunity to attend November MTL meetings was made available to principals and school leaders and assistant principals or curriculum generalists. In conjunction with the presentation of the Year-Seven results of the MMP program evaluation, small-group discussion was held on the following and then summarized for the whole group:

a. What other factors might help explain the findings regarding achievement differences in schools with released vs. non-released MTLs?

b. How has having or not having a released MTL made a difference?

c. In what ways does involvement in MMP activities translate to improved teaching and learning at the classroom level, and what other factors might help explain the results?

d. What strategies can MTLs can o improve teacher MKT (Mathematical Knowledge for Teaching), and how can the Math Teaching Specialists (MTSs) support these efforts?

e. How can MTLs and MTSs support the creation of strong distributed leadership in schools?

Meeting participants were asked to determine what specific actions they will take as a result of the information presented and the small-group discussions.

5. In follow-up to the content session of the October MTL meetings, MTLs have been seeking opportunities to highlight the Standards for Mathematical Practice that were focused on in October:

a. Making sense of problems and persevering in solving them.

b. Constructing viable arguments and critiquing the reasoning of others.

Their experiences will be shared with the district's Math Teaching Specialists.

6. December MTL meetings took place on December 7 and 9. Additional information concerning those meetings will be available at a later date.

7. December Math Alliance Project meetings took place on December 7 and 14. Participants in the project have now finished the Teaching Mathematics to All Learners — Part 1 course. This course examined the development and understanding of geometry and measurement of students in general education and special education and focused on assessment and instructional practices that allow educators to:

a. determine where to begin with students;

b. support and extend their critical mathematical understandings; and

c. provide instructional scaffolds that provide access for all students to deep understandings.

8. A course entitled Communication and Reasoning — Part 1 has been offered at UWM to MPS K-8 teachers free-of-charge through the MMP to deepen their mathematics-content knowledge and to enhance their mathematics instruction. The course, which began on December 6, examines best practices that support oral and written communication in the mathematics classroom. Participants will deepen their knowledge of strategies that enhance mathematical communication and gain insight on practices that further students' ability to reason in mathematics.

<u>NEA Foundation Grant Update:</u>

9. One of the goals of the Action Research Fellows this year is to build a professional learning community through professional reading and discussion. The Fellows held their most recent meeting on November 20 and have:

a. discussed the possibility of institutionalizing the NEA Fellow Action Research Cohort for MPS teachers;

b. read and discussed the article "The Pedagogy of Poverty vs. Good Teaching" by Martin Haberman;

c. discussed action research abstracts and reviewed samples; and

d. discussed the charge, process, and timeline for production of a publication to share the stories and examples of their work with MPS students with their colleagues. Fellows were grouped in pairs and have begun work on this project.

10. The grant is sponsoring 18 NEA Focus School teachers for nine credits of reading in the literacy course series at Alverno College. The participating teachers are:

- Lisa Schmidman (Browning School)
- Janet D. Colvin and Tonja Whittley (Burroughs Middle School)
- Shirley Carpenter, Tanya Evans, Deleta Lofton-Wheeler, and Grace Scott (Green Bay Avenue School)

- Ellen Deall, Latasha Henry, LaDonne Johnson, Clare Maas, and Redona Williams (Hopkins Street School)
- Kate Birdsall, Angie Ewoldt, and Monique Parks (Keefe Avenue School)
- Gwendolyn F. Sutton (Metcalfe School)
- Kimberly Haynes and Judieth Rockett (Wheatley School)

11. Planning has begun for a two-day site visit on February 15-16, 2011, from representatives of Policy Studies Associates concerning evaluation of the NEA Foundation's national initiative and its support of local grants. Interviews will be scheduled with various individuals to discuss project priorities, plans, activities, and challenges within the broad areas of:

- increasing teaching capacity;
- increasing the collaboration and capacity of the district and association;
- leveraging parent, family ,and community assets to support student learning; and
- monitoring and closing achievement gaps through strategies such as using data and increasing student opportunities.

* * * * *

(Item 2) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

Note: This report does not reflect events that took place after November 22, 2010.

1. November 4, 2010

District Advisory Council (DAC) School Delegate Meeting

The DAC conducted its monthly meeting. The presentation for the November 2010 meeting was on Response to Intervention (RtI). In attendance were 52 participants, representing 48 schools.

During November of the 2009-2010 school year, there were 69 participants present, representing 53 schools.

2. November 11, 2010

District Advisory Council (DAC) Executive Committee

The DAC Executive Committee conducted its monthly meeting. The meeting focused on reflections from the November DAC delegates' meeting, devising the December DAC delegate meeting agenda, committee updates, and the 2010-2011 goals for the DAC. The DAC will focus its attention on the following goals:

- increasing the number of parents who read to their children;
- increasing the amount of time that pre-teen and teenagers read;
- increasing the attendance at the District Parent Resource Centers; and
- developing a parental report card.

There were six DAC executive members and two MPS staff present.

* * * * *

(Item 3) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The ERSEA/FPA staff meeting was conducted on December 1 and 15. The meetings focused on parental involvement, health compliance, enrollment, and student attendance.

2. The Head Start Coordinator participated in a "K4 Map for Primary" debriefing meeting on December 2. The purpose of the meeting was to discuss feedback from a survey conducted regarding the first testing cycle and to plan for future testing periods.

3. The Enrollment Manager participated in a transition meeting at Penfield on December 2. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

4. The Mental Health Professional attended a Social and Emotional Foundations of Early Learning (SEFEL) training on December 2. The purpose of the training was to examine evidence-based practices to promote healthy social-emotional development in young children and to learn strategies to address the needs of children with challenging behaviors in early childhood settings.

5. Management meetings were held on December 2, 9, and 16. The meetings focused on program updates and planning.

6. The Head Start Coordinator and Education Manager met with a representative from Betty Brinn Museum on December 3. The purpose of the meeting was to identify collaboration opportunities that promote parental involvement and student achievement.

7. The Head Start Coordinator attended training on differentiated instruction on December 6. The purpose of the training was for participants to develop a greater understanding of differentiated instruction.

8. The Head Start staff participated in a two-day on-site federal review training held on December 7 and 8. This training focused on preparing for the Head Start federal review facilitated by national trainers from Western Kentucky University.

9. The Head Start Coordinator participated in a Division of Early Childhood staff meeting on December 10. The meeting focused on professional development, Response to Intervention, and program updates.

10. The Head Start Coordinator and Education Manager participated in a planning meeting on December 10 with a DLM representative, Cardinal Stritch representatives, and district administration to plan a professional development day that covers Head Start compliance and DLM curriculum training for Head Start and bilingual instructional staff.

11. Head Start staff and members of Social Work Services met on December 14 to discuss attendance-tracking procedures. The purpose of the meeting was to identify best practices for tracking Head Start student attendance.

12. Child Plus training was conducted on December 14 through 16. This training focused on tailoring the software to meet the needs of our Head Start Program.

13. The Head Start Coordinator attended a report card subcommittee meeting on December 15. The purpose of the meeting was to work toward district-wide report card alignment.

14. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on December 15. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

15. The Head Start Coordinator participated in a Local 1616 contract-bargaining session on December 20.

16. The Head Start Coordinator participated in a Core Health Services meeting held on December 21. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

17. The Head Start Coordinator participated in district-wide assessment committee meetings on December 22. The meetings focused on district alignment of assessments and report cards.

18. The next Policy Council meeting will be on Saturday, January 8, 2010, at Central Services in room 206/208 at 12:00 noon.

Parental Involvement

19. Six parents participated in the Family Nutrition Education Series on December 1, 8, and 15. The event was organized by the Head Start Nutrition Technician and Forest Home Family Partnership Associate in collaboration with a nutrition educator from University of Wisconsin-Milwaukee. The sessions were designed to present a six-week series of classes related to shopping for food on a budget, preparing nutritious meals, and living a healthful lifestyle.

20. Sixteen parents attended the Policy Council meeting held on Saturday, December 4, 2010, at Central Services. The meeting focused on the second part of the program governance training facilitated by Mable Jones of The Jones Connection. Officer elections were also held during this meeting.

21. Parent center meetings were held at each Head Start site. The topic of the December meetings was engaging parents in activities related to the curricula used in the Head Start classrooms.

Services Provided

22. Formal site visits: 35th Street, ALBA, Congress, Forest Home, Gwen T. Jackson, Hopkins, Kilbourn, Lancaster, Maple Tree, and Siefert.

23. The Education Manager led a classroom walkthrough with the principals at Congress and Longfellow. The purpose of the walkthrough was to identify best practices and expectations in Head Start classrooms.

24. Health screenings were conducted at Head Start sites for newly admitted students.

25. On-site dental days were held at Kilbourn, Longfellow ,and Thurston Woods to provide Head Start children additional opportunities to receive free dental exams and fluoride-varnish applications. Eighty-three students received dental care. These services are provided voluntarily by dental professionals.

Enrollment

26. There were 1,049 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of December 13.

27. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program for the Expansion Program for the 2010-2011 school year as of December 13.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

Communication 1011C-009

W. E. C. A. N, Inc
Wisconsin Exceptional Children Advocacy Network
2803 West Cherry Street
Milwaukee, WI 53208
414 - ▓▓▓-▓▓▓▓ WeCanNet@InBox.com

December 12, 2010

Milwaukee Public School Board
5225 West Vliet Street
Milwaukee, WI 53208

Dear Sirs:

I request a public hearing on the need for adequate staff in the Department of Family Services to wisely assign students with IEPs to school appropriate to their needs. At one time, there were three Special Education Supervisors assigned to that task. Now there are only two. Not only must adequate staff be provided by Special Services to Family Services but The Director of Family Services should be able to pick from the large pool of Special Education Supervisors so that there is compatibility with the rest of her staff.

The press of the work load in Family Services means that there is not enough time to carefully review the needs of the students and find appropriate placements. In one case a boy was unsuccessfully moved from school to school without an IEP team determination of placement. The Mom finally shared her frustration at Children's Court. With court intervention her son is now doing well in a non MPS school, The mother had to go to Due Process to get MPS to pay the tuition. This and other cases will be shared with Board members at the public hearing.

Sincerely yours,

Thomas K. Phillipson

Referred to the Superintendent.

Communication 1011C-010

W. E. C. A. N, Inc
Wisconsin Exceptional Children Advocacy Network
2803 West Cherry Street
Milwaukee, WI 53208
414 - ▓▓▓-▓▓▓▓ WeCanNet@InBox.com

December 12, 2010

Milwaukee Public School Board
5225 West Vliet Street
Milwaukee, WI 53208

I request a public hearing on the shortage of seats for behavioral reassignment for High School students who have an IEP. Family Services receives requests for seats for such students and cannot act. Who should contract for more seats? Why is this not done? And why can MPS not use one of our empty school buildings to provide these services? Why must we only contract for these seats?

[Confidential student information deleted.]

For some students a large comprehensive high school is not a good placement. MPS must hear the

parents *[sic]* pleas and help find placements where the students can attend school and succeed. For these students and for all students who need behavioral reassignments the seats must be provided.

Sincerely yours,

Thomas K. Phillipson

Referred to the Superintendent.

The Board adjourned at 7:05 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 13, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 7:58 PM.

Present—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—7.

Absent and excused—Directors Blewett and Voeltner—2.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

January 10, 2011
R E V I S E D

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 7:00 p.m. (or immediately upon adjournment of the meeting of the Committee on Parent and Community Engagement scheduled to begin at 6:30 p.m.) on Thursday, January 13, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive, to consider, and to take action on various Reports of the Independent Hearing Officers of the Board of School Directors (student expulsion reports);

2. to deliberate and possibly to take action on the possible lease or sale of surplus property located at 2708 W. Wisconsin Avenue;

3. to receive an update concerning strategy with respect to litigation in which it is or is likely to become involved; and

4. to consider collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Substitute Teachers, Educational Assistants, School Accountants and Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, Local 1616, and Local 1616-888J (Part-time Recreation Employees).

With regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons.

With regard to Item 2, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of deliberating or negotiating the purchasing of public properties.

With regard to Item 3, above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

With regard to *Item 4, above*, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Remainder of December 2010 Reports of Student Expulsions

Because more than 30 days will have passed between the regular December 2010 and January 2011 Board meetings, the seven reports of the Independent Hearing Officers of the Board of School Directors for the following dates and times are attached for the Board's consideration and determination:

December 15, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 17, 2010, at 9:30 a.m., and 2:00 p.m.
December 20, 2010, at 9:30 a.m.
December 21, 2010, at 2:00 p.m.

These reports will be included in the summaries for January 2011.

Director Spence moved to accept the reports of the Independent Hearing Officers of the Milwaukee Board of School Directors.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—None.

With respect to Items 2, 3 and 4, Director Woodward moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes 19.85 (1) (e) and (g), as specified in the call of the meeting, to deliberate or negotiate the purchasing of public properties, to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved, and to formulate strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 8:07 PM.

The Board adjourned from executive session at 10:02 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 27, 2011

Regular meeting of the Board of School Directors called to order by President Bonds at 6:30 PM.

Present—Directors Blewett (6:43 PM), Falk, Miller, Petersons (6:36 PM), Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence to commemorate the passing of the following two Milwaukee Public Schools students:

- Troy Guidord, a 12th- grade student at Morse•Marshall School, who passed away on December 27, 2010, due to illness, and
- Kevionna A. Dickens, a 6-year old K5 student at Next Door Charter School, who died in an accident on January 8, 2011.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

MPS CRISIS TEAM

Although the "business" of the school district is the education of students, there are times when events in the life of the district community become focused on supporting students, staff, and parents following the death of one of its members. The untimely death of a student or staff member has an enormous impact on his or her school community.

There are occasions when the school–based support team of school social worker, school psychologist, and school counselor handle crisis situations on its own. At other times, however, the needs of the school community extend beyond the scope of the school-based team. These extensive needs are met by the district Crisis Team. The members of the district Crisis Team willingly provide their time, support, expertise, and, most important, their compassion to support school communities.

The MPS Crisis Team has been in place for over 30 years. School psychologists and school social workers volunteer to perform this service and receive training in best practices in crisis intervention. They are willing to be called anytime day or night, to put aside their planned activities for the day, and to extend themselves to students and staff in need of support.

The team members are allowed, through the support of their school leaders, to leave their assigned schools in order to assist the students and staff of the school in need. The members of the Crisis Team assist the school administration with composing the announcement and parent letter informing the school community. The announcement is read individually to each classroom, and the Crisis Team members are available for individual and small-group counseling. The team members are able to establish quickly and effectively a relationship with the students, allowing the them to express their emotions in a safe and healing environment. The parent letter contains suggestions for supporting students following the crisis and encourages parents to alert the school of any other needs.

Often, the Crisis Team's members arrive very early at the school to support the administration and staff. The Crisis Team's members remain at the school for as long as they are needed, often past their normal work day. They communicate with the school-based support team of school social worker, school psychologist, and school counselor regarding students who may require further support. In addition, services are offered to other schools which may be affected by the death, such as the schools of siblings or of previous attendance.

Many of these crisis situations are extremely stressful and emotionally draining; however, the team members provide this important service professionally and without hesitation. The tem members provide these services in addition to fulfilling their other demanding work responsibilities. In fact, if, when called, they are unable to serve during the crisis, they are frequently apologetic for not being able to do so.

The district Crisis Team's purpose is to support the school community so students feel emotionally safe and, therefore, able to return to learning. In this task, the MPS Crisis Team has demonstrated an extremely high level of commitment and dedication to the students, families, and staff of MPS.

The Milwaukee Board of School Directors and the entire school community recognize the members of the MPS Crisis Team for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Other Awards and Commendations

SCHOOLS

The Wisconsin Department of Public Instruction (DPI) has announced that John Greenleaf Whittier School is among eight Wisconsin schools nominated for the national 201 1 Blue Ribbon Schools program.

Nominations for the national recognition program are based on criteria in two categories: dramatically improving schools and high-performing schools. Dramatically improving schools are those that have made adequate yearly progress and have a student population of which at least 40 percent qualify for free or reduced-price meals. Student achievement on state assessments must have improved over the past five years to now be above the 60th percentile in reading and mathematics. High-performing schools also must have met the state's adequate yearly progress objectives for the previous two years and be among the top 15 percent of all schools for that grade configuration on state assessments in both reading and mathematics.

Nominated schools must complete an application from the U.S. Department of Education that focuses on results and scientifically-based instruction. The federal DOE reviews applications and will announce Blue Ribbon Schools next September. Schools earning the award receive plaques and flags signifying their status as Blue Ribbon Schools. A principal and teacher also will be invited to attend a recognition ceremony in Washington, D.C., next fall.

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STAFF

Brett Fuller, Wellness and Prevention Office, was named the new physical education coordinator representative to the Physical Education Steering Committee of the National Association for Sport and Physical Education (NASPE). This is a great honor, as there were a large number of qualified applicants; however, Brett's experience made him uniquely qualified for this appointment. His appointment to the committee, which will begin immediately after the 2011 AAHPERD National Convention and Exposition in San Diego, will continue for three years, ending with the AAHPERD convention in 2014

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Eleven MPS educators are among the list of 101 in Wisconsin who earned certification this year through the National Board for Professional Teaching Standards. There are now 62 National Board-Certified Teachers in Milwaukee Public Schools. National Board Certification is the highest credential teachers can attain in the United States.

New National Board Certified Teachers in MPS are:

- Marci Babb-Mosur, Congress Elementary School, Exceptional Needs Specialist — Early Childhood through Young Adulthood
- Jeannette Bahr, Victory Elementary School, Literacy: Reading-Language Arts/Early and Middle Childhood
- Bridget Cassidy, Vieau Elementary School, English as a New Language/Early and Middle Childhood
- Sarah Halverson, Milwaukee Sign Language Elementary School, Generalist — Early Childhood
- Dorothy Hancock, Rufus King High School, Science — Adolescence and Young Adulthood
- Stephanie Hanney, Trowbridge Street Elementary School, Generalist — Middle Childhood
- Todd Hartwig, Brown Street Academy, Generalist — Middle Childhood
- Jaime Hoenisch, Bradley Technology & Trade High School, Exceptional Needs Specialist — Early Childhood through Young Adulthood
- Shannon Kowalke, Allen-Field Elementary School, Exceptional Needs Specialist — Early Childhood through Young Adulthood
- Patricia Pingitore, Dover Street Elementary School, Generalist — Early Childhood
- Kathy Xiong, Burbank Elementary School, Generalist — Early Childhood.

National board certification is a voluntary program designed to develop, recognize, and retain accomplished teachers. Certification is achieved through a rigorous 10-part performance assessment that includes video portfolios, analysis of classroom practice, and evaluation of content knowledge. The assessments typically take from one to three years to complete.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of December 2 and December 16, 2010, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on the Disallowance of a Claim

Office of
the Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

- Notice of Claim pursuant to Section 893.80, *Wis. Stats*, was served on Milwaukee Public Schools by Attorney Joseph J. Welcenbach of Welcenbach Law Offices, S.C., on behalf of Gloria Grabowski, for injuries allegedly incurred during the "SeniorFest" event on June 10, 2009.

  Claim is being made in the sum of $250,000.00

Liberty Mutual Insurance Company, the third-party administrator who investigates general liability claims filed against the school district, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claim and place it on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six (6) months in which to bring suit.

Respectfully Submitted,

Gregory Thornton, Ed.D
Superintendent of Schools

On the motion of Director Thompson, the claim was disallowed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

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(Item B) Action on Contracts with Aon Hewitt for Benefit Consulting and Audit Services Related to the Implementation of the New Health Plan Vendors

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In September 2009, the Milwaukee Board of School Directors approved the award of a contract under RFP 644 to Hewitt Associates LLC for professional consulting services to design, market, and evaluate a request for proposal (RFP) for the third-party claims and network administration of MPS health plans, including pharmacy and vision. The contract was for a one-year period in the amount of $95,000, with the option to extend as needed to complete the project. (Note: During late 2010, Hewitt was acquired by Aon and now operates under the name of Aon Hewitt.)

The selection of new health and pharmacy benefit vendors has been completed, and the district is now in the midst of implementation. In order to meet an April, 2011 "go live" date, it is essential that the district contract with Aon Hewitt to provide the following services:

- $24,000 contract for network data analysis and non-legal review of the United HealthCare services agreement to ensure that terms and conditions are consistent with the negotiated best and final offer;
- $30,000 contract for the implementation audit of Medco for installation of the new pharmacy benefit; and
- $45,000 contract for the implementation audit of United HealthCare for installation of the PPO/Indemnity health plan.

The budget code to be used for these contracts is DWC00EMBDW-EMDI

Originally it was planned that the vendors would handle payment of the audits directly; however, it was recently confirmed that the district would need to make payment to Aon Hewitt directly and then obtain reimbursement from the respective vendors upon completion of the audits.

Since time is of the essence to meet an April 1, 2011, implementation date to maximize district savings, we respectfully request approval of these contracts.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Director Thompson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Voting "present"—Director Blewett—1.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Assistant Board Clerk presented 38 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Thompson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(f), for the purpose of considering disciplinary data of specific persons.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board retired to executive session at 6:45 PM.

The Board reconvened in open session at 7:04 PM.

Director Woodward moved to accept the reports of the Independent Hearing Officers of January 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 18, 19, 20, 21, and 25, 2011.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 2, a recommendation for the non-renewal of the Instrumentality Charter School Contract with School of Urban Planning and Architecture (SUPAR) and the closing of the school at the end of the 2010-2011 school year;

Accountability/Finance and Personnel Committee, Item 4, action on prevailing wage rates; and

Accountability/Finance and Personnel Committee, Item 7, the monthly report of the Chief Accountability and Efficiency Officer

On the motion of Director Thompson, the balance of the reports of the standing committees was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report and Possible Action on District Parental Involvement Activities in December 2010

Your Committee reports having received the following informational report from the Administration.

Parent Involvement Activities

1. December 2, 2010

   District Advisory Council (DAC) School Delegate Meeting

   The DAC held its monthly meeting, the presentation for which was on the Comprehensive Literacy Plan (CLP). Forty-three participants, representing 30 schools, were in attendance.

   During December 2009-2010 school year, there were 58 participants present, representing 41 schools.

2. December 2, 2010

   Regional Parent Meetings

   The regional parent meetings, which are conducted to support the work of the schools' Action Teams for Partnership, are held each month prior to the DAC's meeting. Participants discuss successes and challenges related to the four goals in their schools' Action Plans. Staff and parents attend the regional parent meetings.

   There were 46 attendees present for the eight regions.

3. December 2, 2010

   15th Annual Wisconsin Education Association of Student Support Programs (WEASSP) Educator and Parent Sharing Conference

   Annual WEASSP offers professional development to support parents and educators to empower pre-school through post-secondary students to maximize their educational opportunities.

   There were 27 parents present for the conference.

4. December 4, 2010

   Head Start Parental Involvement

   The Head Start Policy Council held its monthly meeting, which focused on the second part of the program governance training. Officer elections also took place during the meeting.

   Sixteen parents were in attendance.

   During the month of December, there were parent meetings at each site. The topic for the December meeting at each site was engaging parents in activities related to the curricula used in Head Start classrooms.

   There were 217 parents present for the parent meetings.

5. December 6, 2010

   Parent-Teacher Association (PTA)

   "What is PTA?" The PTA held an informational session on understanding the PTA and its mission to support MPS.

   There were 35 participants in attendance.

6. December 9, 2010

   District Advisory Council (DAC) Executive Committee

   The DAC Executive Committee conducted its monthly meeting.

   The meeting focused on reflections from the December DAC delegates' meeting, devising the January DAC delegate meeting agenda, committee updates, and the 2011 Region V Parent Professional Development Conference.

   There were seven DAC executive members, one parent, and one MPS staff present.

7. December 15, 2010

   Families First: District Parent Professional Development

   On the third Wednesday of the month, the district offers workshops and information sessions for parents. During the month of December, parents received information on bullying.

   There were 35 participants representing 20 schools.

   During December 2009-2010 school year, a total of 33 participants representing 15 schools.

8. December 15, 2010

   Parent-Teacher Association (PTA)

   The PTA has formed a Committee on Health, Wellness and Safety, which met to discuss violence, nutrition, and nurses. The Committee also discussed upcoming rules and regulations that will affect the distribution of medicine to students.

   There were 12 participants in attendance.

9. December 16, 2010

   Parent-Teacher Association (PTA)

   The PTA has formed a Committee on Family Involvement, which met to discuss recruitment and building parent organizations.

   There were 6 participants in attendance.

District Parent Resource Centers

MPS has two District Parent Resource Centers — One located inside the Phillis Wheatley Elementary School, and the other located inside Walker Multiplex. The two Centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

1. District Parent Resource Center: Phillis Wheatley

   a. Technology Classes. Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, Suite, and the Mavis Beacon typing program. They are encouraged to use the computer lab for MPS resources such as the Parent Assistant, the District Events Calendar, school websites, communication with their children's school staff, and any other available resources.

      A total of 16 participants visited the Center during the month of December for the technology classes.

b. Make-It, Take-It Labs. Parents are encouraged to use the Center as a support system for learning at home. Parents can come to the Center to make games and activities and to get resources to use with their children at home to enhance math and literacy skills.

There were no participants for the Make-It, Take-It Labs.

c. Mind Lab. The Mind Lab sessions use board games and other techniques to make connections to real-life situations. This session is used to reinforce critical thinking, problem solving, and social skills.

There were no participants for the Mind Lab this month.

d. Science Lab. This session provides the opportunity for parents to create fun and educational projects that can be done at home.

There were no participants for the Science Lab this month.

2. District Parent Resource Center: Walker Multiplex

a. English as a Second Language (ESL). Parents are provided the opportunity to participate in ESL classes at many different levels. The Center offers classes on Mondays, Wednesdays, and Fridays during the day. The classes offered are Beginner I and Transitioning (Level 1C). There were 42 participants for the two levels.

b. Technology/ESL Classes. Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word, and the Mavis Beacon typing program. Parents are also encouraged to use the lab to access MPS and community resources. The participating parents received one hour of technology and two hours of ESL on Tuesdays and Thursdays. There were 14 participants who used the center for technology this month.

c. Zumba/Math The center recognizes the need to provide information to parents on healthful habits. Every other week, parents have the opportunity to participate in Zumba to reinforce healthful life habits. On the alternate week, parents engage in hands-on math experiences that reinforce learning at home. Seven parents attended the classes during the month.

d. Additional ESL Classes. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. The evening and Saturday ESL classes offered are Beginner I, Transitioning (Level 1C), and Intermediate/Advanced. There were 69 participants for the evening and Saturday classes.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP)

During the month of November, HIP offered opportunities for parents to be involved in family gathering nights, Big on Books (BOB), parental involvement collaborations with the CLCs (Community Learning Centers), and HIP Family Camp. In the month of November, 6,662 participants representing 2,837 families participated in HIP-sponsored events.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY).

During the month of November, the HIPPY program conducted 240 home visits to 342 families. The HIPPY program held its monthly family gathering night. There were 308 participants present representing 70 families.

Looking Forward

Milwaukee Public Schools understands that supporting parental involvement is a key factor in student success. The district has worked very diligently to create a family-school professional development database that will capture parental involvement efforts district-wide and allow for parental involvement to be linked to student learning.

* * * * *

(Item 2) Report and Possible Action on Data Regarding the Parent Dispute Resolution System (PDRS)

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Special Education Oversight Action Plan (SOAP) which was adopted by the Milwaukee Board of School Directors in June 2002 has three essential components, one of which is to provide parents with information and a parent-friendly system to encourage early resolution of parental concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school-related topics.

2. The Parent Dispute Resolution System (PDRS), described below, provides a number of opportunities for parents to resolve issues in informal as well as more formal ways. Parents and MPS administrative staff are encouraged to attempt to resolve issues first at the school level, using informal means to reach agreement. If parents are not satisfied, more formal measures may be pursued. It is important to note, however, that state and federal laws mandate that parents may access the more formal problem resolution methods at any time in the resolution process.

3. The following information provides an overview of parental dispute options in parent-friendly language.

HOW TO RESOLVE SPECIAL EDUCATION COMPLAINTS
AND DISAGREEMENTS WITH YOUR SCHOOL

Milwaukee Public Schools wants to help parents and families find solutions when there is a problem or disagreement about special education. We call this process "Dispute Resolution." By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS personnel working on your complaint are required to keep the information confidential. A brochure explaining this process is available from your child's school or from the Parent Information Center.

Step	Action	Outcome
1. Where should I start my complaint?	Contact the school principal. You may make a verbal or written complaint. The school will log the complaint and give you a copy for your records.	An attempt will be made to resolve the complaint within five days. If the principal cannot resolve the complaint within five days, a request for assistance will be made to the Special Education Leadership Liaison.

Step	Action	Outcome
2. What if I am not comfortable taking my complaint to the school?	You can always visit or call the Parent Information Center at (414) 475-8467 or visit the Parent Information Center at MPS Central Services, Room 135, 5225 West Viet Street. Staff will talk with you about your complaint. They will give it to either your principal or to some other school person who can help with the problem.	The Parent Information Center will help you write down your complaint. The staff will also write down how the problem was fixed. If your problem is given to someone else, the Parent Information Center will write down to whom it was given and how to contact that person. If you give your complaint to the Parent Information Center, it has 24 hours (or one school day) to give it to the right person to start to solve the problem.
3. What will the Special Education Leadership Liaison do?	The Special Education Leadership Liaison (SELL) has no more than five school days to either solve the problem or explain to you why the complaint is without merit or basis.	You will be informed about the resolution of the problem or why there appears to be no basis to your complaint. You will receive a written determination, if there seems to be no basis.
4. What other resources are available to help me resolve my dispute?	Parent Information Center — (414) 475-8467	Staff from this office will be available to help you follow up on your complaint. Assistance is also available from this office to help you prepare for and attend IEP team meetings.
5. What if I am not satisfied with the resolution of my complaint by the school or by the Special Education Leadership Liaison?	You can contact the Special Education Ombudsman: Lynne Sobczak — Call (414) 475-8284.	The Special Education Ombudsman has been authorized by the Milwaukee Board of School Directors to have all necessary authority to ensure that the district is diligently fulfilling the Board's obligation to provide FAPE (free and appropriate public education) and meeting the Board's goal of providing the best services feasible as are consistent with its mission.
6. What are my other options?	This new process for special education is in addition to all the other options you have as a parent. Your IEP team can advise you about all of the following procedural safeguard options. You will have access to the following options:	
	Advocate	The opportunity to receive the assistance of an Advocate to help you understand your rights and to help you express your point of view. A list of current advocacy resources is available from your child's school.

Step	Action	Outcome
	Facilitated IEP	The right to use the Wisconsin Special Education Mediation System (WSEMS) for facilitated IEPS. WSEMS offers a neutral, trained professional from the roster of mediators to facilitate IEP team meetings. The facilitator helps IEP team participants maintain open and effective communication, keeps team members on task, and facilitates the resolution of conflicts that arise in the development of the IEP. Either the parent or the school district may request IEP facilitation by contacting WSEMS; but both parties must agree to the facilitation, and either party may withdraw its agreement. Contact WSEMS at:
		Internet Website: www.wsems.us E-mail: jane@wsems.us Write: WSEMS Burns Mediation Services P.O. Box 107 Hartland, WI 53029-0107 Call: 888-298-3857 (Toll Free Voice) 262-538-1618 (TTY) Fax: 262-538-1348
	Administrative Review	Review, facilitated by Equitable Educational Opportunities Liaison, of IEP team document by Special Education Leadership Liaison, Special Services Supervisor. Purpose of the review is to determine what, if any, additional information should be collected by team to resolve parental dispute.
	IDEA Complaint	The right to file an official IDEA complaint with the Wisconsin Department of Public Instruction. An IDEA complaint must be in writing and sent to: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

Step	Action	Outcome
	Mediation	The right to use the Wisconsin Special Education Mediation System. Mediation is a voluntary process that allows parents and the school to informally work out differences that they have about a child's special education needs with the help of a neutral third person, a mediator. Call (414) 288-1425
	Independent Educational Evaluation	The right to get a second opinion if you don't agree with the evaluation conducted by your child's school. To learn more about how to request this, talk to your child's IEP team
	Resolution Session	When the parent or the district requests a due-process hearing, the law requires that the district and the parents sit down and discuss the basis of the due-process request before the hearing. This is an opportunity to review the facts and determine if a more timely resolution can be sought.
	Due-Process Hearing Request	The right to use a legal process to have a hearing officer evaluate the situation. You can find out about filing due process by calling one of the advocacy groups listed on a brochure available from your school or by calling or writing to DPI at: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

4. The following information provides a school year-to-date report of the Parent Dispute Resolution (PDRS) data. The Attachment to the minutes of your Committee's meeting provides additional current PDRS data.

PARENT DISPUTE RESOLUTION SYSTEM DATA Year-to-Date 2011-12				
Month (Year-to-Date)	Total Complaints — All Students	Ave. Time to Close	Monthly Change	% Sp Ed
December	64	12.9		
January	95	12.4	—0.5	62.1%

Most Often Occurring Issues Related to Special Education

IEP 24%
Personnel 24%
Appeal 22%
Safety 11%
Assault 5%

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(Item 3) Report and Possible Action on Services to Students with Disabilities in the Least Restrictive Environment (LRE)

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Best practices and research strongly support education in the least restrictive environment with access to the general curriculum because they contribute high expectations and achievement outcomes for students with disabilities.

2. The strong preference in the law is that the child will be educated using the general education curriculum in the regular education classroom. The Milwaukee Public Schools is committed to ensuring that all students receive high-quality educational services and that students with disabilities receive as many services as appropriate in classrooms and other educational environments with their non- disabled peers.

3. LRE for Higher Outcomes. As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the *least* restrictive environment. The plan includes implementation of a LRE Demonstration Schools Project to be implemented during Spring 2011, as well as a larger district-wide plan for professional development and support for all MPS schools, to be fully implemented during the 2011-12 school year. The overall goals of the plan are to:

- identify, develop, and implement a variety of LRE models (research-based within 16 identified MPS LRE Demonstration Schools representing a variety of levels and types of schools). The Demonstration Schools are:

— South Division
— Lad Lake Synergy
— Spotted Eagle
— Kilmer
— Audubon
— Northwest Academy
— Allen Field
— Cooper
— Craig
— Grant
— Hartford Avenue
— Humboldt Park
— Keefe Avenue
— Ninety-Fifth Street
— Thirty-Fifth Street
— To be determined;

- increase by 50% at each Demonstration School the percentage of students removed from their non-disabled peers less than 21% of the time by June 2010;
- document descriptions of building-wide LRE best practices for district-wide dissemination, including identification or creation of a video record of model LRE classrooms and model LRE schools;
- strengthen the bond among general and special education teachers and support personnel through implementation of professional development in key strategies for successful LRE; differentiated instruction, co-teaching, and effective planning;
- provide professional development to support the link between the Comprehensive Literacy Plan and LRE decision making to increase access to the general literacy curriculum and literacy best practices in the general education classroom for students with disabilities. Replicate this model in all curricular areas;
- identify system-wide and school-based barriers to LRE and implement solutions;
- improve use of LRE data, along with academic outcomes data, as tools to assist in making individualized IEP decisions that will lead to higher academic outcomes;

- disseminate district-wide video recordings, sample planning and implementation materials, co-teaching resources, documents, and relevant publications of exemplar teaching and co-teaching practices;
- develop school-based LRE targets for all of the MPS schools, to be included in the School Improvement Plans for the 2011-12 school year;
- develop oversight strategies for all schools — including school and classroom "look-fors," data reports, and data-analysis strategies for both building- and district-level administrators and supervisors — to ensure the implementation of the IEP-LRE-required services and to monitor gains in achievement.

4. LRE Data. IDEA-2004 identified 20 indicators of performance that would help steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. The State target data for this indicator, which was developed with input from a statewide stakeholder group, provides each district with a target in each category. The identified categories are:

Indicator #5A .....Students removed from non-disabled peers less than 21% (of school time)

Indicator #5B.....Students removed greater than 60% from non-disabled peers

Indicator #5C.....Students enrolled in separate schools, residential facilities or homebound/hospital placements

5. The following data provide a district-wide snapshot of LRE services in discrete categories (defined by DPI and IDEA) and a comparison with the State target. This information will be used to set targets of improvement for the district and for all individual schools during the 20011-12 School Improvement Planning (SIP) Process.

IDEA — LRE Indicator #5 Agse 6-21	State Target	MPS — LRE December 2010	MPS LRE January 2011
5A — Less than 21%	54.74%	24.75%	25.47
5B — Greater than 60%	11.2%	18.91%	18.38
C — Other Environments	1.25%	1.68%	1.89%

6. An important outcome for students with disabilities is the annual development of IEPs (or more frequently, as needed) that include a review of the required special education services and related services. The IEP team carefully considers if special education services and supports are increased or decreased. One important outcome for some students when the IEP team determines that they no longer require special education services is that they become fully supported in general education. During the period of July 1, 2010, January 1, 2011, a total of 266 special education students were identified as no longer requiring special education or related services.

7. The Department of Specialized Services will provide periodic reports regarding the implementation of the plan of support for special education program services in the least restrictive environment (LRE), along with an analysis of the LRE's link to improved student outcomes.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action on Recommendations for an Enhanced Service-Delivery Model to Build District Capacity to Provide Services to Pregnant and Parenting Youth, Including a Waiver of Administrative Policy 5.01 and the Closing of Lady Pitts School at the End of the 2010-11 School Year

Background

1. In June 2010, the Milwaukee Board of School Directors directed the Administration to conduct an analysis and assessment of services provided to pregnant and parenting youth in order to make a recommendation relative to Lady Pitts School, located at 5075 N. Sherman Blvd., for the 2011-12 school year.

2. The Administration formed a cross-disciplinary team to conduct the requested analysis and is including the results of that analysis, as well as recommendations, in this item. Several community partners provided valuable input and welcomed opportunities to collaborate within a new service model.

Administration's Analysis

3. The current Lady Pitts program provides education, resources, advocacy, information, and community support for teen parents. The goal of Lady Pitts is to improve academic learning and maximize student potential. The school offers a comprehensive program, which includes an education and support component. Students have access to social worker, school psychologist, school nurse, and community services as needed. All students are required to complete pre-natal and parenting courses. In addition, standard courses are offered in English, social studies, math, science, business, physical education, and fine arts.

4. Overall, student outcomes at the school are below district averages. For example:

- the average GPA (grade-point average) of students at Lady Pitts in 2009-10 was almost one-half point below the district average.
- Performance on the WKCE-CRT is far below the district average at grade 10. The percent of students proficient/advanced in reading and math in 2009-10 was 17% and 8%, respectively, compared with district averages of 40% in reading and 29% in math.
- The attendance rate of high-school students enrolled at Lady Pitts last year was also low — 67%, compared with 79% district-wide in high schools.

5. The majority of pregnant and parenting youth enrolled in Milwaukee Public Schools choose to remain in their assigned high schools. In addition to access to all academic and supportive services, five schools have a paraprofessional assigned to provide additional assistance to and follow-up with the students. The recommendation of the Administration proposes building on this model to ultimately allow students to remain in their high schools of choice while receiving additional supportive services provided by a team of professionals to include the paraprofessional as well as a teacher, social worker, and a nurse. The school psychologist from the school will service the students.

6. Alternative schools for pregnant girls have been declining in many school systems since the early 1990s. For example: New York City public schools found that their schools for pregnant girls were separate but unequal: The attendance was very low, and students didn't gain as many credits as they would in a regular school setting. The data provided to the Education Department showed that the average daily attendance at the P-Schools was 47 percent, well below the city average, and the average student earned only four to five credits each year, fewer than half of the 11 credits possible. The city closed its last four P-Schools last year because it was found that the regular schools had higher levels of services for the girls. Research showed that the P-Schools gave the girls an inferior education.

7. Pregnancy schools across the country appear to be slowly fading away, partly because of a decade-long decline in teenage pregnancy and partly because of the belief that pregnant girls should not be segregated from other students. The number of P-Schools in Chicago has dwindled to one, due to high cost (building and staff) and low student attendance.

8. Other school systems have started putting more programs in the regular schools. For example: Project A.C.T. is an outreach-connective program for pregnant and parenting teens attending Buffalo Public Schools that seeks ways to provide assistance in such areas as:

- childrearing and life decision making for the teen mother and or father;
- daycare approval and set up;
- medical appointments and referrals;
- home instruction and tutoring for students with academic needs;
- academic goals and career paths; and
- obtaining working papers.

9. Nashville Public Schools does not have a separate school for pregnant and parenting mothers. The D.C., Norfolk, and Omaha public school districts all ended their separate schools because of student attendance and students not gaining as many credits.

10. After conducting a programmatic and fiscal overview of the model currently in place in Milwaukee Public Schools, the Administration is proposing a model that is designed to ultimately build capacity to provide services throughout the district rather than at one central location. In order to do this, the Administration convened a cross-disciplinary team comprising school social work, health services, business and community partnerships, financial operations, and guidance. The team was led by the Regional Executive Specialist for the school and the District and School Improvement Supervisor. The objective throughout the process was to ensure that the resulting recommendations represented an improved model for students.

11. The proposed model is designed to develop capacity throughout the district to provide a continuum of services to pregnant and parenting youth. The proposed program will initially identify two high-school buildings — one on the north side, and one on the south side, where services for pregnant and parenting youth will be concentrated. In addition to access to the regular educational programming at the school, the following staff will be assigned to each of the two schools: 0.5 FTE (full-time-equivalent) teacher/guidance counselor, 0.5 FTE social worker, 1 FTE school nurse, and 0.75 FTE paraprofessional. In addition, there will be 1 FTE school nurse to provide citywide support.

12. The proposed wraparound model, which is essential in addressing the multiple and complex needs of our youth, includes the components listed below.

a. School Social Work: The SSW role, as linked to pregnant and parenting youth, can focus on many areas including socio-emotional, psychological, cultural, and physiological.

- The SSW(s) can engage the young person in a number of prevention and intervention activities that can lead to a reduced risk of alcohol and drug use; dropping out of school; future unintended pregnancies; homelessness; joblessness; abuse/neglect (in particular, sexual abuse); and unmet mental health needs.
- The SSW(s) can provide the young person with the following services:
  - — development of informal and formal support systems (family, MPS);
  - — development of linkages between the young person and community agencies (W-2, WIC, employment, childcare, Sojourner, etc.);
  - — crisis management;
  - — case-management; education (parenting, healthy relationships, STDs, sexual decision making, etc.);
  - — asset building; and
  - — mentoring.

b. Health Services: To provide a high level of health service to pregnant and parenting youth in two designated high schools, as well as to increase the capacity of all district middle and high schools to manage the education and support needs of pregnant and parenting youth, the following should be considered:

a. expansion of school-based health centers (SBHC) at the designated north and south sites to full-time enterprises that will offer healthcare services to students and their children, as well as facilitate a connection to a healthcare home for continuity of primary care and 24-hour access;

b. offering of Centering Pregnancy — a research-based peer prenatal care program — in at least two sites to increase the probability of a healthier birth outcome and decrease out of class time due to prenatal care visits;

c. augmentation of full-time school nursing services with half-time SBHC at most other high-schools sites;

d. availability of a district reproductive health/pregnancy resource nurse to all nursing staff in the district. This individual has specific expertise in reproductive health and provides case consultation to school nursing staff, professional development, and builds the capacity of each school nurse to effectively manage the pregnancy and parenting health issues in a given school;

e. modeling of federally qualified health centers (FQHC) for one-stop shopping with W2, WIC, and other needed resources on-site;

f. Investigation of the use of technology for both health- and school-related needs.

13. The 2010-11 SBHC and school nurse configuration for traditional HS and MS/HS combinations is below. Funding, space and clinic infrastructure costs would need to be considered for full implementation.

Schools	SBHC	School Nurse
Alliance	ü	
Audubon		
Bay View		
Bradley		
Custer		
Hamilton		
JMAC		
King		
MSL		
North Complex		
Northwest Secondary		
MHSA		
Pulaski		
Reagan		
Riverside		
South		
Vincent		
Washington		
WCLL		

14. The Administration has worked with the Department of Technology to define a technical infrastructure to enable future students (FY11/12) who would have attended Lady Pitts to have access to online courses. Technology proposes to loan a refurbished laptop with wireless broadband access cards to each student. The laptops will be configured with the standard desktop software (Microsoft Office Suite 2007 or access to the Microsoft WebApps 2010), email, and filtered Internet access. The filtered Internet access is necessary to ensure compliance with the Children's Internet Protection Act (CIPA). The loaned laptops will provide for access to all approved instructional software located on MPS servers or via the Internet from approved vendors.

15. The wireless broadband cards, which will provide for Internet access nationally, will be partially funded (86%) by the eRate program. The estimated cost for the wireless broadband cards is $2,800 annually, of which eRate will pay $2,408. The cost for the online courses is unknown at this time.

16. As part of the review of the current service-delivery model, focus groups were conducted with students and community partners. The community partners focus group included representation from the Wisconsin Department of Health Services, WIC; Wisconsin Workforce Development/W2 and Childcare; Pathfinders Milwaukee; Milwaukee Health Department; and Aurora Health Care, School Based Health. One student focus group included students from Lady Pitts, and one included students from South Division. The focus included a comparison of the current service delivery model with the proposed model. The Department of Research and Evaluation assisted in the development of focus-group questions, in conducting the groups (community partners and students), in and analyzing and reporting the results.

17. Students in the focus groups universally reported frustrations with a lack of academic support. Pregnant/parenting students reported that they frequently miss school because of doctor visits, appointments with other community providers, and the health of their babies. Following their absences, students reported a great deal of difficulty in obtaining make-up work. This was cited as a major reason for both attendance and poor performance in classes/grades. School social workers were frequently mentioned as the primary source of school-based support as well as the school contact for services available in the community.

18. The overwhelming majority of students indicated that being a pregnant/parenting teen did not affect their choice in selecting a school. Further, most students stated that they learned of school-based services through word of mouth, not through their interaction with the schools or community providers.

19. Students in the focus groups expressed needs for WIC, W2, and BadgerCare help; transportation; childcare; parenting classes for credit; make-up work from teachers; and extra time to complete homework. In the focus group with community providers, participants expressed an interest in developing common, standardized protocols for providing services to pregnant/parenting students. They acknowledged some duplication of services currently and pledged to avoid duplicating services and to reduce "turf battles." Discussion was held on the need to develop data-sharing agreements to reduce potential duplication and to offer parenting classes that include information on school- and community-based services.

20. On December 13, the Regional Executive Specialist met with the Lady Pitts staff to discuss the Board's request that the Administration provide a recommendation for the Lady Pitts program for the 2011-12 school year. At that meeting, staff was given the opportunity to share their ideas and thoughts relative to delivering services to students outside of the current model, positive aspects of the current model. and barriers and concerns regarding the current model. Written feedback from staff was collected by the Assistant Principal in Charge (APIC) to be considered in making a recommendation before the Board. Also at the December 13 meeting, the January 2011 committee and Board meeting schedules were provided, as well as an explanation of when public testimony on the item would be taken.

21. On Tuesday, January 4, 2011, the Regional Executive Specialist met again with the staff to share the proposed recommendation, as well as the results of the focus groups.

22. On Thursday, January 6, 2011, the Regional Executive Specialist held a parent meeting to communicate the proposed model for delivering services to students.

Strategic Plan Compatibility Statement

23. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

24. Due to the timing of the Administration's recommendation, closing of Lady Pitts School at the Custer facility will require the Board to waive Administrative 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…"

25. The Administration's recommendation meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as they relate to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

26. This item does not authorize expenditures. The cost to implement the proposed model is $564,369. This represents an estimated savings of $1,377,245.

Implementation and Assessment Plan

27. Upon the Board's approval of this item, the Northwest Region System of Support Team will assist the Lady Pitts school community with all of the activities required to close the school.

28. Upon the Board's approval of this item, the Administration will assemble a cross-disciplinary team to implement the improved Lady Pitts programming model.

29. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…";
2. close Lady Pitts School, located at 5075 N. Sherman Blvd., at the end of the 2010-11 school year;
3. implement an improved Lady Pitts programming model for pregnant and parenting youth that includes concentrating services in two locations — a north side and a south side high school; and
4. direct the Administration to provide to the Committee on Innovation/School Reform an update report on the Lady Pitts programming no later than the February 2012 Board cycle.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 2) Action on a Recommendation for the Non-Renewal of the Instrumentality Charter School Contract with School of Urban Planning and Architecture (SUPAR) and the Closing of the School at the End of the 2010-2011 School Year

Background

1. On September 25, 2006, the School for Urban Planning and Architecture (SUPAR) submitted a petition to become an MPS instrumentality charter school beginning with the 2007-08 school year. The MPS Charter School Review Panel met to review SUPAR's charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept. SUPAR is located at the Walker Facility, 1712 South 32nd Street, Milwaukee, Wisconsin, 53215.

2. On October 10, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for SUPAR. On October 31, 2006, the Board took action to approve the concept of SUPAR's petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from SUPAR in anticipation of the establishment of an MPS instrumentality charter school for the 2007 -08 school year.

3. The MPS Charter School Contract Review Team has conducted a review of SUPAR's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

4. In December 2010, the Charter School Contract Review Process was initiated early at the request of the Superintendent of schools. On December 6, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data relative to contract compliance provided by MPS Contracted School Services and various Central Services staff.

5. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB SIFI status, special education compliance, site visitation data, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Review Checklist. The Charter School Contract Review Team met with representatives from SUPAR and reviewed additional data provided by the school. The Charter School Contract Review Team recommended that the school bring back information to address specific areas of concern at its rebuttal meeting.

6. On December 14, 2010, the Charter School Contract Review Team recommended non- renewal of the instrumentality charter contract with SUPAR.

7. The Superintendent has reviewed the Contract Review Checklist and the recommendation of the Contract Review Team and has concluded that he concurs with the recommendation for non-renewal for following reasons:

a. the school violated its contract because it has not fully implemented the educational program outlined in Appendix A, which is ground 2 for termination;

b. pupils enrolled at SUPAR have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination as stated in the contract; and

c. the school failed to comply with the financial standards outlined in the contract, which is evidenced in the materially non-compliant audit findings, which is ground 4 for termination.

8. The charter school contract states:

This contract may be terminated before expiration of its term upon any of the following grounds:

BY BOTH PARTIES;

1. Both parties agree in writing to the termination.

BY BOARD;

2. Board determines that Charter School violated this contract, or

3. Board determines that pupils enrolled in Charter School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, or

4. Board determines that Charter School has failed to comply with state and federal guidelines and with generally accepted accounting principles and standards, including applicable categorical and/or grant guidelines, financial standards, or

5. Board determines that Charter School has violated sec. 118.40, Stat., or

6. Board determines that Charter School does not agree to modifications and/or amendments required by the Board to this Contract.

If contract is terminated under the second through sixth grounds (because of a determination on the part of the Board) the termination of this Contract shall not become effective until, a minimum, the end of the semester in which notice of termination is given, unless, the discretion of the Board, termination should become effective sooner.

9. Wisconsin State Statute 118.40, Charter Schools, states:

A charter may be revoked by the school board or the entity under sub.(2r) (b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r)(b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r)(b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

10. Schools are required to meet a minimum of 75% of the applicable performance criteria. Performance results revealed that, in the 2009-10 school year, SUPAR did not meet any of the contractually required applicable performance criteria.

a. On the grade 10 Wisconsin Knowledge and Concept Exam — Criterion-Referenced Reading Test, 39% of SUPAR's students scored proficient or advanced, compared with 40% in MPS.

b. On the grade 10 Wisconsin Knowledge and Concept Exam — Criterion-Referenced Mathematics Test, 18% of SUPAR's students scored proficient or advanced, compared with 29% in MPS.

c. On the grade 10 Wisconsin Knowledge and Concept Exam-Criterion-Referenced English/Language Arts Test, 18% of SUPAR's students scored proficient or advanced, compared with 34% in MPS.

d. On the grade 10 Wisconsin Knowledge and Concept Exam — Criterion-Referenced Science Test, 25% of SUPAR's students scored proficient or advanced, compared with 28% in MPS.

e. On the grade 10 Wisconsin Knowledge and Concept Exam — Criterion-Referenced Social Studies Test, 29% of SUPAR's students scored proficient or advanced, compared with 37% in MPS.

11. SUPAR met only one, or 33%, of the three mandatory academic performance criteria:

a. SUPAR did not meet the average daily attendance rate — achieving 71%, compared with 79% in MPS.

b. SUPAR did meet the mobility-rate criterion — achieving 17%, compared with 21% in MPS.

c. SUPAR did not meet the Adequate Yearly Progress (AYP) criterion under Other Academic Indicators.

12. The audit of the year ended June 30, 2010, revealed that 58% of the areas audited were found to be materially non-compliant. Of these, 7 of 12 were carry-over findings from previous years.

13. The staff results of the 2009-10 School Climate Survey revealed that SUPAR's staff scored the school worse than the district in three areas: rigor, safety, and environment.

14. Additional areas of non-compliance can be found in the attached Contract Review Checklist.

Strategic Plan Compatibility Statement

15. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

16. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

17. This item does not authorize expenditures. The proposed FY12 budget will not include funds for this school.

Implementation and Assessment Plan

18. Upon the Board's approval of this item, SUPAR's charter contract will expire, and the school will close at the end of the last regularly scheduled day of the 2010-11 school year.

19. District employees will be reassigned in accordance with the provisions found in bargaining unit contracts.

20. MPS Department of Family Services will work with parents, students, and the school leader to enroll the students from SUPAR into MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools through the three-choice process in January.

Administration's Recommendation

The Administration recommends that the Board:

1. allow the instrumentality charter school contract with the School for Urban Planning and Architecture (SUPAR) to expire at the end of the contract's term in June 2011, in accordance with the Charter Contract, section III., under the following grounds for termination:

   a. the school violated its contract through failure of the school to follow the educational program outlined in Appendix A of the Charter School Contract;

   b. pupils enrolled at SUPAR have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract;

   c. the school failed to comply with financial standards outlined in the contract, which is evidenced in the materially non-compliant audit findings, which is ground 4 for termination; and

2. direct that the school close at the end of the last regularly scheduled day of the 2010-11 school year.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation.

Director Petersons moved to approve the administration's recommendation.

Director Blewett moved a substitute, to proceed with a contract for one year, with an action plan.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Thompson and Voeltner—5.

Noes—Directors Petersons, Spence, Woodward and President Bonds—4.

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(Item 3) Action on a Proposed Head Start Quality-Improvement Plan

Background

1. The Administration for Children and Families (ACF) conducted an on-site monitoring review of the Milwaukee Public Schools' Head Start Program on August 29 through September 3, 2010. The monitoring review, the focus of which was the service area of Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA), was conducted to determine whether the program was in compliance with Head Start Performance Standards and other applicable laws, regulations, and policy requirements related to program eligibility.

2. Based on the information gathered during the review, a determination was made that Milwaukee Public Schools is a grantee with two (2) deficiencies and one (1) non-compliance.

3. Definitions: 1304.60 Deficiencies and Quality Improvement Plan

(a) Early Head Start and Head Start grantee and delegate agencies must comply with the requirements of this part in accordance with the effective date set forth in 45 CFR 1304.2.

(b) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or a Head Start grantee, determines that the grantee has one or more deficiencies, as defined in Sec. 1304.3(a)(6) of this part, and therefore also is in violation of the minimum requirements as defined in Sec. 1304.3(a)(14) of this part, he or she will notify the grantee promptly, in writing, of the finding, identifying the deficiencies to be corrected and, with respect to each identified deficiency, will inform the grantee that it must correct the deficiency either immediately or pursuant to a Quality Improvement Plan.

(c) An Early Head Start or Head Start grantee with one or more deficiencies to be corrected under a Quality Improvement Plan must submit to the responsible HHS official a Quality Improvement Plan specifying, for each identified deficiency, the actions that the grantee will take to correct the deficiency and the timeframe within which it will be corrected. In no case can the timeframes proposed in the Quality Improvement Plan exceed one year from the date that the grantee received official notification of the deficiencies to be corrected.

(d) Within 30 days of the receipt of the Quality Improvement Plan, the responsible HHS official will notify the Early Head Start or Head Start grantee, in writing, of the Plan's approval or specify the reasons why the Plan is disapproved.

(e) If the Quality Improvement Plan is disapproved, the Early Head Start or Head Start grantee must submit a revised Quality Improvement Plan, making the changes necessary to address the reasons that the initial Plan was disapproved.

(f) If an Early Head Start or Head Start grantee fails to correct a deficiency, either immediately, or within the timeframe specified in the approved Quality Improvement Plan, the responsible HHS official will issue a letter of termination or denial of refunding. Head Start grantees may appeal terminations and denials of refunding under 45 CFR part 1303, while Early Head Start grantees may appeal terminations and denials of refunding only under 45 CFR part 74 or part 92. A deficiency that is not timely corrected shall be a material failure of a grantee to comply with the terms and conditions of an award within the meaning of 45 CFR 74.61(a)(1), 45 CFR 74.62 and 45 CFR 92.43(a).

4. 1304.61 Noncompliance

(a) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or Head Start grantee, determines that the grantee is not in compliance with Federal or State requirements (including, but not limited to, the Head Start Act or one or more of the regulations under parts 1301, 1304, 1305, 1306 or 1308 of this title) in ways that do not constitute a deficiency, he or she will notify the grantee promptly, in writing, of the finding, identifying the area or areas of noncompliance to be corrected and specifying the period in which they must corrected.

(b) Early Head Start or Head Start grantees which have received written notification of an area of noncompliance to be corrected must correct the area of noncompliance within the time period specified by the responsible HHS official. A grantee which is unable or unwilling to correct the specified areas of noncompliance within the prescribed time period will be judged to have a deficiency which must be corrected, either immediately or pursuant to a Quality Improvement Plan (see 45 CFR 1304.3(a)(6)(iii) and 45 CFR 1304.60).

5. Deficiency #1

SEC. 642. [42 U.S.C. 9837] POWERS AND FUNCTIONS OF HEAD START AGENCIES

(c) Program Governance- Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following: (1) GOVERNING BODY- (E) RESPONSIBILITIES- The governing body shall— (iv) be responsible for other activities, including-- II) establishing procedures and criteria for recruitment, selection, and enrollment of children

6. Deficiency #2

SEC. 645. [42 U.S.C. 9840] PARTICIPATION IN HEAD START PROGRAMS

(a)(1)(A) The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter. (B) Except as provided in paragraph (2), such regulation shall provide— (iii) that programs assisted under this subchapter may include— (II) from the area served, an additional 35 percent of participants who are not eligible under clause (i) or (ii) and whose families have incomes below 130 percent of the poverty line, if— (aa) the Head Start agency involved establishes and implements outreach and enrollment policies and procedures that ensure such agency is meeting the needs of children eligible under clause (i) or (ii) (or subclause (I) if the child involved has a disability) prior to meeting the needs of children eligible under this subclause.

7. The Administration for Children and Families (ACF) requires approval of the Quality Improvement Plan by the Milwaukee Public Schools Head Start Policy Council and Board of School Directors. The Quality Improvement Plan was presented to and discussed and approved by the Policy Council on January 8, 2011.

administration's Analysis

8. The Milwaukee Pubic Schools Head Start Program seeks approval by the Board of School Directors of the Quality Improvement Plan, as attached to the minutes of your Committee's meeting for the two (2) identified deficiencies.

9. Deficiency #1

SEC. 642. [42 U.S.C. 9837] POWERS AND FUNCTIONS OF HEAD START AGENCIES

a. The grantee did not ensure the governing body was responsible for establishing procedures and criteria for the recruitment, selection, and enrollment of children.

b. The Milwaukee Board of Directors must approve the Head Start enrollment process (procedures and criteria for recruitment, selection, and enrollment of children).

10. Deficiency #2

SEC. 645. [42 U.S.C. 9840] PARTICIPATION IN HEAD START PROGRAMS

a. The grantee did not establish and implement enrollment policies and procedures to ensure it met the needs of children whose families' incomes were below the poverty line or whose families were eligible for public assistance—clause (i)—or homeless—clause (ii)—prior to meeting the needs of children not eligible under clause (i) or (ii) and whose families had income below 130 percent of the poverty line.

b. A review of the Enrollment Priority Listing (the waitlist) from February 1, 2010 through June 15, 2010 and the Selection Criteria forms in 872 Eligibility, Recruitment, Selection, and Attendance (ERSEA) files found the grantee filled enrollment slots beginning in January for the upcoming program year (September 2010) resulting in instances where income-eligible children with greater need were not selected for the program.

c. The Head Start Program currently participates in the three (3) MPS enrollment periods (Three Choice, Spring Complimentary and Summer). As students are enrolled, be it January or May, they are given placement based on first come first served, need and income eligibility. However, the Office of Head Start has recognized this process as deficient because if Parent A registers in January with over income status and with less need, he/she may be enrolled. If Parent B registers in May for the same classroom and is income eligible with greater need than Parent A, Parent B may be waitlisted because the class he/she wants is filled. The parent with the greatest need (combination of income eligible and greater need) has not been fairly treated. Head Start must enroll based on need and eligibility.

Strategic PLAN Compatibility Statement

11. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) strategic plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

12. This item is in compliance with applicable State Statutes as indicated above.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Implementation and Assessment Plan

14. Upon approval of this item, the MPS Head Start Program will implement the Quality Improvement Plan to offset the identified deficiencies.

Committee's Recommendation

Your Committee recommends that the Board approve the Quality Improvement Plan, as attached to the minutes of your Committee's meeting.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Update and Possible Action on the Implementation of the Comprehensive Literacy Plan

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. In 2010, Milwaukee Public Schools developed a Comprehensive Literacy Plan (CLP) that outlined the district's vision for literacy teaching and learning, preK-12. The CLP, which defines literacy as including reading, writing, speaking, listening, and researching, makes clear that the work of improving literacy achievement in MPS is a shared responsibility across three major areas: reading, writing/language arts, and content-area literacy. The Comprehensive Literacy Plan, which was reviewed and approved — with conditions — by the Department of Public Instruction, articulated a common understanding of literacy, focused on the following key aspects for each grade level:

- universal expectations for classroom environment;
- instructional design;
- district-approved and -supported instructional materials and resources;
- district-approved and -required assessments;
- standards and research-based strategies; and
- professional development.

2. Over the last several weeks, the Administration has also worked hard to further refine the Comprehensive Literacy Plan. In particular, the district has worked across offices to clarify inclusion of English-Language Learners (ELLs) and students with disabilities. Additional outside experts have been enlisted to serve on an external advisory committee to the district to support further refinement and implementation of the CLP. The CLP and strategies for ensuring improved literacy teaching and learning are works in progress.

3. Materials

a. On July 1, 2010, the Milwaukee Board of Directors approved a district-wide, PreK-8 reading textbook adoption, as well as an adoption for instruction in ESL classrooms. Materials were purchased from Houghton-Mifflin Harcourt for and provided to all MPS students PreK-8, except children enrolled in developmental bilingual education programs (which use Tresoros Spanish-language materials) and specific students enrolled in special education (who use the Language! and Unique instructional programs and materials). Additional textbooks were ordered to ensure that students transitioning from these programs would have access to the core materials.

b. Teacher editions were ordered for each appropriate PreK-8 teacher, including those team-teaching in SAGE classrooms and special education teachers working in pull-out special education classrooms (who should increasingly be working with general education teachers to support their students in mainstream environments and in use of the core materials, as appropriate to the IEP.) A variety of supplemental classroom assessments and materials (e.g., practice books, leveled readers, picture cards, novels, and biographies) for students and teachers were also purchased and distributed for all general education classrooms.

c. Among board-adopted instructional materials in literacy are:

(1) Houghton-Mifflin Harcourt (Reading, K4-8), including textbooks, leveled readers, supplemental books (e.g., novels and biographies), assessments, Write-In Readers, etc., to be used in required literacy block.

(2) Tesoros (Reading-Spanish Bilingual), including textbooks, leveled readers, supplemental books (e.g., novels and biographies), assessments, Write-In Readers, etc., to be used in required literacy block.

(a) Tesoros Spanish Reading Verification

(b) Tesoros Spanish Reading Card

(3) Language! (students w/disabilities, 3-12), replacement curriculum based on state standards

(a) The Language! curriculum is in the third year of implementation in MPS. It is available in most MPS schools, with a total of 5,517 students with disabilities participating in Language! The curriculum is used by 787 special education teachers.

(b) 90 minutes, consecutively — daily

(c) Structured, six-step lessons (phonemic awareness & phonics, word recognition & spelling, vocabulary & morphology, grammar & usage, listening & writing, reading & speaking)

(d) Built-in differentiation.

(4) Unique (Students w/Comprehensive Disabilities, 1-12), alternate curriculum based on extended grade-band standards (for 1,600 students).

(a) Unique was adopted as the alternate literacy curriculum for students whose special education needs are so significant that they cannot be successful in the general core curriculum or the replacement curriculum (Language!), even with accommodations modifications. The adoption is aligned to the Wisconsin Extended Grade Band Standards and to the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). The determination as to whether a student requires an alternate curriculum (Unique) based on Wisconsin Extended Grade Band Standards is made by the IEP team.

(b) The Unique curriculum, which is in the second year of implementation in MPS, is currently used with 1,681 students in a total of 64 schools.

(c) For instructional reading levels Pre-K-3

(d) 90 minutes, cumulatively — daily

(5) Zaner-Bloser (Spelling, K-5; Handwriting, K-2)

(6) Write Source (Language Arts, K-8) Of note, while Write Source and Zaner-Bloser were "district-wide" adoptions, many schools did not adopt or do not have the core materials available to them.

(7) MY Access! (Writing, 4-12), web-based writing tool that provides students with instant feedback.

(8) National Geographic REACH and INSIDE (ESL, K5-8)

(a) Correlated with CLP

(b) Used by English-as-a-Second-Language teachers to support ELLs in listening, speaking, reading and writing.

(c) Content-based with literacy embedded throughout.

d. Additionally, in December 2010, the Milwaukee Board of School Directors approved purchase of supplemental instructional materials aligned to the K-8 adoption for use by special education teachers using the Houghton-Mifflin Harcourt texts with their students, many of whom are preparing to transition to mainstream literacy classrooms.

e. Consistent with the district-wide, cross-grade-level focus on improving literacy teaching and learning, in November 2010, the Milwaukee Board of School Directors approved the opening of textbook adoptions for English language arts and ESL, grades 9-12.

f. Additional work is underway to identify Tier 2 and Tier 3 reading interventions, as indicated in the CLP. Staff are having initial, informal meetings to survey the range and quality of products and supports and will work toward issuing an RFP in coming months.

4. Professional Development and Implementation Supports. Over the last six months, MPS has facilitated hundreds of hours of CLP-related professional development for district staff — teachers, coaches, school leaders, Central Service staff. Professional development is increasingly coordinated across departments, includes a variety of delivery approaches to ensure accessibility and effectiveness, and is driven by evidence-based practices.

a. Professional development content will be progressive in nature, developing participant understanding of how children learn to read at various ages and across skills (e.g., phonemic awareness, letter and word knowledge, vocabulary, fluency, comprehension), appropriate research-based instructional strategies, and assessment of/for learning. These foundational knowledge and skills will serve as the foundation for developing further understanding of the Comprehensive Literacy Plan and related instructional design and classroom materials and assessments. Support for coaches and leaders will extend this learning and apply it in training in teacher coaching and training facilitation.

b. Professional support in Milwaukee Public Schools is strategically tiered and targeted to the appropriate employees, based on needs and best practices. Multiple sources of data are used to determine professional development needs, approaches, and effectiveness. Danielson's *Framework for Effective Teaching: Components of Professional Practice* serves as an organizing framework for supporting professional learning.

c. In the effort to clarify the purpose and goals of the Comprehensive Literacy Plan, its instructional design, and aligned materials, Central Office staff worked with Houghton Mifflin Harcourt to develop an initial PreK-8 teacher-development opportunity. Foundations for Effective Literacy Instruction was a two-part (two, 3-hour blocks) course for classroom teachers of literacy and language arts that began with an overview of student performance and district priorities, the purpose of the CLP, and the targeted instructional design, and then provided more in-depth training in grade-specific classroom practice and student and teacher materials. First offered across four sites during the week of July 26, the "course" was offered again during the weeks of August 23 and August 31. More than 3,000 MPS teachers completed the course. Of note, consistent with Corrective Action requirements, a preliminary agreement was reached with the MTEA to encourage teachers to voluntarily participate or to forfeit the first banking day to attend.

(1) Throughout Fall 2010, a variety of voluntary, follow-up professional development opportunities have been provided for teachers through Saturday Academies (monthly workshops held at the Sarah Scott Professional Development Complex) and on-site PD provided by Literacy Curriculum Specialist and Literacy Specialists. Additional sessions were offered afterschool. Most important, literacy specialists and school-based coaches are providing an increased amount and more targeted, school-based professional development in the form of school team supports, model lessons, and school workshops.

(2) Literacy Coaches/Leaders have also provided embedded professional development and ongoing support.

(3) Reading-focused sessions from October through December 2010 have included the following:

- Foundations of Effective Literacy Instruction (Level 1);
- Reading A-Z (Raz Kids; Vocabulary A-Z);
- Foundations of Support in Instructional Design and Classroom Management;
- Reading Facilitator Boot Camp (train teachers and Literacy Coaches/Leaders to serve as facilitators for future professional development offerings for differentiated literacy work stations and differentiated small group instruction);
- Reading Block for Split Grades;
- Literacy Work Stations;

- Small Group Instruction;
- Assessments; and
- Instructional Design.

(4) Professional development in CLP-related English language arts (ELA) has focused on the common core state standards and instructional design in the ELA block. Teacher facilitators, along with ELA staff, began to offer voluntary professional development in the Fall and will build on these successes in required training of high-school English teacher on January 24.

(5) Other professional development, including afterschool and Saturday Academy offerings, focus on Understanding by Design and Mentor Text. MY Access training, predicated on school-level readiness and commitment, continues.

(6) In addition to the district-wide professional development, the ELA staff provides tailored support to individual and small groups of teachers on a regular basis. After conducting a needs assessment and several classroom observations, the ELA staff works with the teachers on targeted needs aligned with the CLP. During first semester, the most common topic has been planning instruction in the ELA Block.

(7) Bilingual education teachers are included in all other district professional development efforts. Those using Tesoros are engaged in targeted professional development. Sessions are designed to deepen understanding of the common core standards and the alignment of the Tesoros curriculum with the standards Additional PD was provided in the following components of the Tesoros program: Tesoros Spanish Reading Verification (7 Courses), Tesoros Spanish Reading Card (2 Courses), Working with English Language Learners (ELL): Strategies for MPS Schools (2 Courses).

(8) Special education teachers are also included in all other district professional development efforts. Those using Language! Are engaged in targeted professional development. Sessions are designed to deepen understanding of the common core standards and the alignment of the Language! curriculum with the standards.

(a) The mandatory implementation-year 1-3 general sessions focus on initial and increasingly more in-depth implementation of the curriculum, including development of daily routine and pacing strategies. Strong emphasis is placed on differentiation of instruction to ensure opportunities to achieve success and to move students, when appropriate, toward inclusion in all or parts of the Houghton-Mifflin Harcourt core curriculum.

(b) Mandatory training includes introductory sessions for speech/language pathologists that target understanding the common core standards, with a focus on expressive and receptive language-skills development and literacy and co-teaching in the literacy classroom.

(c) Voluntary small-group cohort sessions focus on establishing activities that link Language! and the Houghton-Mifflin Harcourt core curriculum. The sessions focus on intentional planning to move students to the most challenging literacy curriculum, increasing opportunities for students to participate in literacy activities with non-disabled peers.

(d) Embedded coaching is offered to all teachers by five program support teachers who work in classrooms to design and support best practices and routines, develop differentiated instruction strategies and increase fidelity of instruction. (Available to classroom teachers as need permits.)

(9) Teachers (and related staff) of Unique also have access to curriculum-specific professional development.

(a) Introductory sessions (large-group) target teachers' understanding of the extended-grade-band standards and development of the skills to design and deliver classroom routines, lessons, and structure around the literacy units and implement of the curriculum with fidelity. (Required for all teachers.)

(b) Introductory sessions (large-group) target support-staff's skills in the basic understanding of the extended-grade-band standards and application of the literacy focus, incorporating the unit targets within support routines and supporting the generalization of vocabulary concepts and skills. (Required for educational assistants and handicapped children's assistants.)

(c) Introductory sessions for speech/language pathologists, occupational therapists, and physical therapists target understanding of the extended-grade-band standards and the structure and targets of the curricular units. Sessions target incorporation of written and/or oral expressive and receptive language skills (IEP-related), designing supports, and related service delivery to increase success. (Required for SP/L, OT, PT)

(d) Small-group cohort sessions for all special education service providers explore specific content units, plan instruction and routines, and share best-practices and strategies for implementation. (Voluntary)

(e) Small-group cohort sessions link the extended-grade-band standards with the common core standards, establishing activities that link Unique with Language!, Houghton-Mifflin Harcourt, and the common core activities. The sessions focus on intentional planning to move students to the most challenging literacy curriculum, increasing opportunities for students to participate in literacy activities with non-disabled peers. (Voluntary)

(f) Embedded coaching is offered to all teachers by two paraprofessionals who work in classrooms to design and support targeted, aligned activities and routines, develop differentiated instruction strategies, and increase fidelity of instruction. (Available to all teachers)

(9) In addition, to help ensure that it meets its commitment to the literacy learning of all MPS students, the district is embarking on a larger, district-wide initiative to improve inclusive education and differentiated instruction.

(a) The Administration has identified 16 sites for targeted training in principles of Least Restrictive Environment and differentiated instruction toward becoming model sites. School teams and Central Service staff from across departments participated in a multi-day training (and train-the-trainer) sessions in December 2010.

(b) The continuum of literacy opportunities for students with disabilities in the core curriculum, Language!, or Unique, provides an important opportunity and challenge for IEP teams to carefully study students' skills and needs. The IEP team must ensure that the individual literacy curriculum appropriately challenges the student to be successful and affords the greatest opportunity to receive instruction with non-disabled peers.

(c) The Department of Specialized Services is developing a more explicit rubric to use in the IEP process to i. ensure the identification of the appropriate curriculum (core, replacement, alternate) and to ii. develop a plan to ensure that the student will participate in the core curriculum with non-disabled peers in the district whenever appropriate.

d. A version of *Foundations* training was provided to all principals, assistant principals, and special education supervisors (8/17, 8/21/10). The day-long training was situated in the week-long 2010-11 Leadership Institute, which was focused on creating a common, district-wide framework for supporting improved teaching and learning — Danielson's four domains (planning and preparation, classroom environment, instruction, and professional responsibilities), complemented by Saphier's model of skillful teaching. This work has continued with monthly sessions for principals that have focused on improving instruction with a particular focus on the CLP, its instructional design, aligned materials, differentiated instruction, and resources and strategies to support instructional improvement, notably, teacher observation, and feedback.

e. Content-area specific, secondary-school versions (e.g., middle-grades science) of the training were piloted on August 23, 2010. Related trainings were offered throughout the Fall, and key ideas are being integrated in planned work for the Winter and Spring. For example, the district-facilitated professional development day (January 24, 2011) for all secondary teachers will integrate and model specific literacy-learning strategies.

f. More than 100 school-based literacy coaches meet 1-2 days per month for professional development focused on CLP. Greater emphasis is being placed in 2010-11 on ensuring that our literacy coaches/leaders understand and can support implementation of the district-adopted, research-based literacy program in their schools, using the district-adopted resources. Professional development will support knowledge and skill attainment around the foundational skills of reading and writing and the corresponding methodology of instruction.

g. In addition, effective coaching and modeling strategies will be emphasized to support transfer of knowledge. Coordination of the training of literacy coaches and leaders in the Office of Curriculum and Instruction is a shared responsibility between the reading and English language arts curriculum specialists. The training is focused around:

- effective reading instruction;
- common core standards;
- instructional design;
- the use of data to drive differentiated instruction (universal screeners); and
- effective coaching and modeling.

h. Literacy coaches and leaders have begun a multi-part series of workshops — Foundations of Literacy, Literacy Assessment, and Instructional Design. These sessions assist literacy coaches and leaders in developing the knowledge they need in order to deliver job-embedded professional development. They provide coaching, modeling, and mentoring support to improve teachers' day-to-day instruction and student learning. Sessions from October-December 2010 have addressed the instructional design, Houghton Mifflin Harcourt materials and resources (K4-Gr. 8), standards (foundational skills such as phonics), research-based strategies (such as Question-Answer-Relationship — QAR), and assessments.

i. Support has been provided for district staff as well from October through December 2010. The Comprehensive Literacy Plan overview with connections to the district-adopted resources and materials has been conducted for rotational teachers, speech pathologists, home and hospital, psychologists, diagnostic teachers, special education supervisors, and First Nations. Additionally, the Literacy Curriculum Specialist and literacy specialists collaborate with numerous departments on countless endeavors that support reading and other aspects of literacy for a variety of stakeholders.

j. A team of Central Office staff from Special Education, Bilingual/Multi-cultural Education, Literacy, Technology, School Improvement/Corrective Action, and

Professional Development have been meeting regularly to develop a comprehensive plan for professional development in literacy for 2010-11. The plan (currently in draft) will leverage a variety of existing staff development resources — the on-line Teacher Learning Community, job-embedded coaching, media sites, workshops (e.g., Saturday Academies), and graduate courses to support para-professionals, classroom teachers, literacy coaches, Central Office literacy leaders (e.g., literacy specialists, bilingual specialists, SELLs, new teacher mentors), and school leaders. (See attached draft of the MPS Comprehensive Literacy Plan's Professional Development Plan for more details on the overall strategy and a complete list of professional development offerings to date.)

5. Implementation Resources. A variety of additional resources have been identified and are either in development or have been developed to support school- and classroom-level implementation of the CLP with fidelity.

a. Among these is an on-line environment, hosted by Houghton-Mifflin Harcourt, in which preK-8 teachers and coaches can access all classroom and teacher resources, from practice book pages to be printed, to daily guiding/essential questions to structure whole-group instruction. The space went live on September 1. Additional on-line resources are available on the MPS portal.

b. Other resources include preK-8 *pacing guides* to help teachers focus on key grade-level standards as they use the adopted materials and an implementation guide to help teachers plan their daily instruction and classroom organization. Similar guides were developed for bilingual teachers using *Tesoros* text and related materials.

c. CLP *implementation guides*, commonly referred to as "look-fors," have also been developed to help coaches and principals observe, support, and provide formative feedback to teachers in both preK-8 reading and secondary English language arts. The ELA team uses its implementation guide, aligned to Charlotte Danielson's Four Domains of Teaching, to provide feedback to teachers as they work to implement ELA elements of the MPS Comprehensive Literacy Plan.

d. Additional tools include Reading Instructional Design Note-taking Guide (sample for split grades), Instructional Design Note-taking Video Guide, Instructional Design Note-taking Guide (sample list of instructional options for K4, K5-Gr. 5, and Gr. 6-8), and MediaSites ranging from two- to five-minute trainings on reading materials and phonics to longer video modules focused on ELA planning and instruction.

e. PreK-8 teachers also have access to a variety of formative and summative assessments for learning, both for reading — through Houghton-Mifflin Harcourt (e.g., benchmark and unit assessments, check list/observation protocols) and *Language!* — and writing, through *MY Access*. Teachers are receiving support in recording student performance on specific HMH unit assessments in ESIS Gradebook and for MY Access through ongoing training.

6. Assessment and Progress Monitoring. In addition to the look-fors and formative and curriculum-based assessments, school and district staff have multiple sources of information on and means to continually assess implementation progress.

a. The Measures of Academic Progress (MAP) was adopted by the Milwaukee Board of School Directors on July 1, 2010. The universal screener is administered three times a year to provide benchmark performance data in reading (and math) for students K4-12 district-wide. (Training for site-assessment coordinators and Central Office staff is already underway, as is training of school teams, literacy coaches, and leaders in the effective use of the MAP data.)

b. More than 50,000 students participated in the Fall MAP administration. The second assessment window opens in late January 2011. The benchmark data were available to

teachers almost immediately after administration of the full class. Data are reported in a variety of on-line formats that allow teachers to reflect on overall and individual performance and to see data organized by proficiency levels and performance by skills, among others.

(1) While the first large-scale MAP implementation was a success, improvements can be made.

(a) Schools need additional support in scheduling administrations to ensure sufficient access to technology and minimal disruptions to instructional time.

(b) Additional staff training is needed to ensure that sufficient numbers of school-based personnel can proctor administration.

(c) Early data suggest that further training and support is needed to prepare young children for the on-line MAP assessment and to ensure valid and reliable results. The Division of Early Childhood has acknowledged the need for children to have a basic knowledge of computers by supplying schools with technological resources and strategies to support the implementation of MAP for primary grades, especially in pre-kindergarten and kindergarten classrooms. This resource has provided teachers with information and suggested websites that assist children in developing basic computer skills, as well as prepare them for the second administration of the MAP for primary grades.

(2) The availability of high-quality Spanish-language benchmark assessments is emerging as a concern.

c. Central to ensuring improvements in student learning is the implementation of the CLP as intended at the school and classroom levels. Measures and processes for monitoring fidelity of implementation are currently in development.

(1) A draft classroom-observation tool to check on implementation integrity — notably instructional time/required minutes, instructional design, and use of approved curriculum — was collaboratively developed by staff from across the district and external experts at WCER and the Division for Public Instruction.

(2) Central Service staff "observers" (e.g., literacy specialists, RtI specialists) completed an initial one day of training in the use of the draft fidelity-of-implementation (FoI) protocol. The primary goal of the training was to develop common and independent scoring to improve inter-rater reliability. Preliminary data suggest that additional training is needed to ensure greater consistency in the use of the tool.

(3) Pilot FoI observations were conducted in a stratified, random sample of MPS K-8 schools and classrooms in November and December 2010.

d. To support further refinement of the CLP plan, and to prepare for, monitor, and improve its meaningful implementation, external expertise has been enlisted. On December 21, 2010, MPS hosted its first meeting of its external expert advisory group on implementation of the Comprehensive Literacy Plan. The all-day meeting with district leadership — i.e., the Superintendent; Chief Academic Officer (CAO); regional executive specialist; curriculum specialists from literacy, early childhood education, special education, bilingual/multicultural education; and research and evaluation — included an overview of the CLP; implementation efforts, including professional development and fidelity monitoring; and evaluation plans. The four-member group, as described in the attachment, included vast expertise in literacy and language learning, particularly in the education of English-language learners, students with disabilities, and African-American males.

7. Communications and Outreach. A variety of strategies to increase awareness and support for implementation of the CLP among parents and community partners, including work across MPS Central Service departments (e.g., CAO, Communications, Student Services — parental Involvement) have been implemented.

a. A variety of CLP family and parent workshops have provided participants an overview of the Comprehensive Literacy Plan and strategies for increasing literacy-learning support at home.

(1) Sessions have included reminders about the importance of reading together and of aligned strategies (e.g., questioning, materials) and of ideas for make-it/take-it activities aligned to the key components of reading. Family CLP sessions included:

- Parent orientation (October 2010),
- Families First (November 2010),
- District Advisory Council (December 2010); and
- Parent Coordinators' meeting (December 2010).

(2) Parents of students with disabilities were also invited to training activities (Family Night, Office of Family Services) to learn about literacy and the Language! and Unique curricula. Parents learned about the common core standards and were provided with materials, ideas, and high-impact strategies to support literacy for their children in the home and the community, as well as grade-band standards.

b. The district has also provided CLP-related outreach to the community. In addition to leadership meetings with representatives from institutes of various higher education, staff have met and presented at meetings of various community-based organizations and volunteer groups. For example, in October 2010, the Literacy Curriculum Specialist conducted a session at the Milwaukee Metropolitan Alliance of Black School Educators Conference that focused on the instructional design of the reading block and ways to support reading outside of the school day.

b. Sessions have also been provided for Head Tutors in the Cooperative Tutoring program, SES tutor providers, and other volunteers. The training focused on the Comprehensive Literacy Plan and how tutors and volunteers could support its implementation. Additional outreach and coordination work has occurred with various external supplemental educational service providers and staff at community learning centers (CLCs).

c. In September 2010, the MPS Communications Department launched a public CLP campaign, "Learning to Read, Reading to Learn." The campaign includes a variety of outreach and communications strategies:

(1) In "Let's Get Curious," the district asks the schools to send the Communications Department letters from our children requesting *Curious George*, the children's book character, to visit their school, together with *The Man in the Yellow Hat*, played by Dr. Thornton. Since October, the district has received over 200 letters from 14 schools and visited Fairview School and Clemens School. Six more visits are scheduled from January to June. MPS has partnered for this initiative with HMH, which is donating the books for distribution to the children at each party.

(2) Schools are regularly submitting to the Communications Department photos of children "Caught Reading" at their schools. The photos, which are posted at least twice a week on Twitter at MilwaukeeMPS, are meant to engage viewers in the initiative while building school and community morale.

(3) The Communications Department ordered 5,000 silicone bracelets in two different colors (yellow and orange, 2,500 ea.) with the motto "Reading to Learn, Learning to Read," both in English and in Spanish. The bracelets were distributed to the literacy coaches of the elementary schools. The number of bracelets distributed at each school was a percentage of the total number of its students, based on its 3rd-Friday count. The bracelets are to be used as an incentive to encourage reading or as a reward for having completed a literacy activity and are not to be given out randomly.

(4) The Communications Department joined forces with OnMilwaukee.com and provided information and facilitated interviews for the creation of articles about the new reading curriculum, which may be viewed at:

http://www.onmilwaukee.com/family/articles/readingcurriculum.html.

(5) The district has partnered with ClearChannel Radio and Scholastic in a grassroots literacy-awareness-and-education campaign aimed at connecting students with books, creating home libraries, and increasing parental involvement and public awareness of our literacy efforts.

(6) MPS will begin work with Telemundo Wisconsin for a series of interviews for its show "Buscando Soluciones" (Looking for Solutions), a popular Saturday program dealing with current affairs in the city of Milwaukee. The interviews, which will reach the Spanish-speaking segment of our population, will promote MPS's literacy program by announcing marketing efforts and providing tools and resources for the Hispanic community.

(7) In January, a monthly newsletter aimed at parents will be created that will contain information about our CLP. It will feature one of our principals, will showcase some of our student's accomplishments, and will include various literacy tools and resources. There will be a Spanish version of the newsletter, as well.

8. External Literacy Advisory Group. The following national experts have agreed to provide ongoing support for literacy planning and implementation:

- Margarita Calderón, PhD

  Professor Emeritus and Senior Research Scientist at the Johns Hopkins University's School of Education, Dr. Calderon is a national expert in early childhood education, parental engagement in literacy development, and language and literacy development of English-language learners. The author of more than 100 articles, chapters, books, and teacher-training manuals, Dr. Calderón's most recently published *Teaching Reading to English Language Learners, Grades 6–12*. Since 2006, she has been working with New York City's Department of Education on the training of middle- and high-school teachers who have low-performing English-language learners in their classrooms. She also recently developed RIGOR (Reading Instructional Goals for Older Readers), a series of interventional resources for older students reading at pre-literate to Grade 3 levels. RIGOR is being used in New York City, Boston, Houston, Louisville, Salt Lake City, and other major cities.

  Dr. Calderón is a popular speaker who presents frequently at the conferences of major educational organizations, including the International Reading Association, Teachers of English as a Second Language, and National Association of Bilingual Educators. She is principal investigator for ExC-ELL, a five-year study in middle and high schools of professional development of science, social studies, and language arts teachers of ELLs and of RIGOR for teaching language, reading, and content to SIFE, ELLs in special education, and newcomers. She is also co-principal investigator on the five-year randomized evaluation of English-immersion, transitional, and two-way bilingual elementary programs.

In addition, Dr. Calderón serves on national panels and committees such as: National Research Council's Committee on Teacher Preparation, National Literacy Panel for Language Minority Children and Youth, Carnegie Adolescent ELL Literacy Panel, The WIDA Formative Language Assessment Records for ELLs (FLARE) in Secondary School, National Institute for Family Literacy (NIFL) Multicultural Advisory, Professional Advisory Board of the National Center for Learning Disabilities, and ETS Visiting Panel on Research.

Born in Juárez, Mexico, Dr. Calderón was educated in Mexico and the U.S., receiving her B.A. in English and M.A. in linguistics from the University of Texas at El Paso, followed by a Ph.D. from Claremont Graduate School in Pomona, CA. She has worked as an ESL high-school teacher, a professional development coordinator for San Diego State University, and a bilingual director for the University of California at Santa Barbara.

- Don Deshler, PhD

A professor of special education and director of the Center for Research on Learning in the School of Education at University of Kansas, Dr. Deshler is also a co-principal investigator with the National Research Center on Learning Disabilities (NRCLD). Dr. Deshler's work focuses on the needs of struggling, adolescent readers and writer and on using that information to develop methods and practices that teachers and schools can use to help these students. More broadly, his research addresses ways in which to close the achievement gap and to reduce the escalating drop-out rate for struggling adolescent learners. His work also focuses on designing instructional routines that can be used by secondary teachers to help them more effectively teach subject-matter content to academically diverse classes in secondary schools.

Dr. Deshler serves as an advisor on adolescent achievement to several organizations, including the Carnegie Foundation, the National Governor's Association, Alliance for Excellent Education, Council on Families and Literacy, National Center on Response to Intervention, and the U.S. State Department. He is the recipient of numerous awards, including the J.E. Wallace Wallin Award from the Council for Exceptional Children and the Learning Disabilities Association Award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations. Dr. Deshler has also served as a presidential appointee to the National Institute for Literacy's Advisory Board.

- Timothy Shanahan, PhD

Professor of Urban Education at the University of Illinois at Chicago, where he is Director of the University of Illinois at Chicago Center for Literacy, and former director of reading for Chicago Public Schools, Dr. Shanahan has authored or edited more than 150 publications, including the books *Developing Literacy in Second-Language Learners; Teachers Thinking — Teachers Knowing; Multidisciplinary Perspectives on Literacy, Reading and Writing Together;* and *Understanding Research in Reading and Writing.* Dr. Shanahan's research emphasizes reading-writing relationships, reading assessment, and improving reading achievement.

Dr. Shanahan is immediate past president of the International Reading Association. In 2006, he was appointed by President George W. Bush to serve on the Advisory Board of the National Institute for Literacy. Dr. Shanahan is on the Advisory Boards of the National Center for Family Literacy and Reach Out and Read. He has served on the National Reading Panel, a group convened by the National Institute of Child Health and Human Development at the request of Congress to evaluate research on successful methods of teaching reading. He has chaired two other federal research review panels — one on the literacy learning of language-minority children, and one on preschool and

family literacy. He is author of *Elements of Literacy: Fluency* (Harcourt), an instructional program for Grades 1-3; *Treasures,* a K–6 core reading program, and the AMP Reading System, an intervention program for striving readers in Grades 6-8.

Dr. Shanahan received the Albert J. Harris Award for outstanding research on reading disability from the International Reading Association; the Milton D. Jacobson Readability Research Award, also from IRA; the Amoco Award for Outstanding Teaching; and the University of Delaware's Presidential Citation for Outstanding Achievement. Dr. Shanahan co-developed Project FLAME, a family literacy program for Latino immigrants, which received an Academic Excellence Award from the U.S. Department of Education. Dr. Shanahan received his Ph.D. at the University of Delaware in 1980. Tim Shanahan was inducted to the Reading Hall of Fame in 2007. He is a former first-grade teacher.

- Alfred Tatum, PhD

  An Associate Professor and Director of the Reading Clinic at the University of Illinois at Chicago, as well as a former middle-school teacher and reading specialist, Dr. Tatum is the author of several books and research articles aimed at advancing the literacy development of adolescents, especially African American boys, in urban communities. Dr. Tatum is the author of *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap,* winner of the James N. Britton Award from the National Council of Teachers of English (NCTE). He earned his Ph.D. from the University of Illinois at Chicago.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Action on the Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under $25,000; Quarterly Report on Contracts between $25,000 and $50,000; Report on Vendors with Cumulative Contract Amounts over $50,000; and Acceptance of Donations

Award of Contracts

The contract award recommendations for January 2011 are listed below. Adequate funding is available in the accounts as noted.

Professional Services Contracts — Project Architect Services

Grade Expansion

Rufus King International Middle Years Campus

Prime Contractor
Boer Architects, Inc.
1123 N. Water Street
Milwaukee, WI 53202

Lowest Responsive Bidder, Base Bid of $26,000.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 9
Total # of Minorities 0
Total # of Women 5
Required 10%
Submitted 100%
$ Value $26,000.00

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... NA
Educational Experience (Required Hours) 0

Funds are budgeted for the Rufus King International Middle-Years Campus's grade-expansion project from FY10 Major Remodeling Construction funds, contracted services, account code FAR00MRPDW ECNCMIS1 (Project No.1873, Work Order No. 056543).

Project Lead the Way Lab

Riverside University High School

Prime Contractor
Foundation Architects, LLC
2625 S. Greeley Street, Suite #203
Milwaukee, WI 53207

Lowest Responsive Bidder, Base Bid of $34,250.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 3
Total # of Minorities 0
Total # of Women 1
Required 10%
Submitted 20.1%
$ Value $6,900.00

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... NA
Educational Experience (Required Hours) 200

Funds are budgeted for the Riverside University High School's Project Lead the Way lab project from FY10 Major Remodeling Construction funds, contracted services, account code FAR00MRSRS ECNC (Project No.1801, Work Order No. 074822).

Project Lead the Way Lab

Vieau Elementary School

Prime Contractor
Bray Architects
215 N. Water Street, Suite #250
Milwaukee, WI 53202

Lowest Responsive Bidder, Base Bid of $38,900.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 25
Total # of Minorities 0
Total # of Women 6
Required 10%
Submitted 24.9%
$ Value $9,700.00

COIN
Required % 0

Student Engagement
Paid Employment (Required Hours) ..... NA
Educational Experience (Required Hours) 200

Funds are budgeted for the Vieau Elementary School's Project Lead the Way lab project from FY10 Major Remodeling Construction funds, contracted services, account code FAR00MRSVU ECNC (Project No.1805, Work Order No. 074823).

Automotive Lab Alterations

Pulaski High School

Prime Contractor
Bray Architects
215 N. Water Street, Suite #250
Milwaukee, WI 53202

Lowest Responsive Bidder, Base Bid of $40,900.00

Prime Contractor Info

HUB
Certified N0
Total # of Employees 25
Total # of Minorities 0
Total # of Women 6
Required 10%
Submitted 30.8%
$ Value 12,600.00

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) ..... NA
Educational Experience (Required Hours) 200

Funds are budgeted for the Pulaski High School's automotive lab alterations project from FY10 Major Maintenance Remodeling funds, contracted services, account code FAR00MRSPK ECNC (Project No.1800, Work Order No. 058305).

Total professional services dollars awarded $140,050.00
Total dollars HUB participation $55,200.00
% of HUB participation.....39.41
% Minority employees within company.....0.00
% Women employees within company 32.14

• • • • •

Material Purchases — Corridor Lockers

James Madison Academic Campus

Prime Contractor
Olympus Lockers & Storage Products, Inc.
6560 Edenvale Boulevard
Eden Prairie, MN 55346

Low Bidder, Base Bid of $184,622.00

Funds are budgeted for the James Madison Academic Campus's corridor lockers replacement project from FY11 Major Maintenance Construction funds, contracted services for lockers, account code FAR00MM2MA ECNCLKR1 (Project No. 1666, Work Order No. 040649).

• • • • •

Total equipment purchase dollars awarded $184,622.00
Total dollars HUB participation .....$.00

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5613 Contract with Journal Print Group for Printing Services

The Administration requests authorization to enter into a contract with Journal Print Group, the lowest complying bidder, to provide printing of four seasonal recreation guides for the MPS Recreation and Community Service Department.

This will be a contract for one year, with an estimated dollar value of $113,773.12. There is an option to extend this contract for a second and third year.

Budget Code: CSV00PRCRC EADV $113,773.12

HUB% set 0
HUB% proposed 0
Total HUB $..... 0

B 5598 Purchase of Texas Instruments Ti-84 Plus Calculators and Accessories from Scantex Business Systems, the Second-Lowest Bidder

On September 30, 2010, the Board approved a $53,752 purchase from the low bidder, PC University Distributors, Inc., of Texas Instruments TI-84 Plus Silver Edition School Pack calculators. PC University Distributors, Inc., refused to honor that bid. The Administration barred that vendor from doing business with MPS for a period of three years.

Due to the necessity of implementing the TI-MathForward™ program in October, the purchase was made from the next-lowest bidder, Scantex Business Systems. The differential in the amount approved by the Board in September and the amount expended to the second-lowest bidder was $34,928.00. The Administration requests ratification of that expenditure.

In addition, the Administration seeks authorization to purchase 15 additional TI-84 Plus Silver Edition School Pack calculators for the continued implementation of the TI-MathForward™ program in the amount of $2,700.

Budget Code: MTH0SSI1DW-ESUP (Math Title 1 SIG II — Supplies)..... $37,628

HUB% set 0
HUB% proposed 0
Total HUB $..... 0

Acceptance of the Report of Revenues and Expenses

To the Milwaukee Board of School Directors:

Below is a summary of revenues as of November 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 15,353,538	$ 98,580,804	$ 872,950,058	10%
Categorically Aided	278,518,084	57,500,917	336,019,001	28,312,427	59,078,854	276,940,147	18%
School Nutrition	41,100,000	801,790	41,901,790	3,717,376	5,847,486	36,054,304	14%
Construction	31,754,342	65,076,477	96,830,819	20,008	199,230	96,631,589	0%
Extension	16,263,424	2,506,324	18,769,748	48,142	833,134	17,936,614	4%
Total All Funds	$ 1,324,973,871	$ 140,078,349	$ 1,465,052,220	$ 47,451,491	$ 164,539,508	$ 1,300,512,712	11%

Below is a summary of expenditures as of November 30, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	77,076,355	$ 422,243,093	$ 549,287,769	43%
Categorically Aided	278,518,084	57,500,917	336,019,001	21,667,408	130,151,613	205,867,388	39%
School Nutrition	4J,100,000	801,790	41,90J,790	5,497,643	14,556,216	27,345,574	35%
Construction	31,754,342	65,076,477	96,830,819	1,734,232	96,849,527	-18,708	100%
Extension	16,263,424	2,506,324	18,769,748	654,704	5,690,021	13,079,727	30%
Total All Funds	$ 1,324,973,871	$ 140,078,349	$ 1,465,052,220	$ 106,630,342	$ 669,490,470	$ 795,561,750	46%

[1]Represents Board-approved transfers during Fiscal Year 2011 and appropriations for purchases encumbered in Fiscal Year 2010.

Respectfully Submitted,

Gerald Pace
Chief Finance Officer

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through November 30, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through November totaled $422,243,093, or 43% of the revised budget.

District Contingent Fund

The balance at November 30, 2010, was $375,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 500,000
Approved Transfers (October):	
Reduce contingent fund account by 25%	125,000
Balance — November 30, 2010	$ 375,000
Approved Transfers (December):	
None	0
Balance — December 31, 2010	$ 375,000

Construction Fund

Expenditures, encumbrances, and commitments through November totaled $96,849,527, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through November totaled $5,690,021, or 30% of the revised budget.

REVENUES AND EXPENDITURES
Current Year Versus Three-Year Average
As of November 30, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg.	Current Year	3-Yr Avg.
School Operations	10%	10%	43%	40%
Categorically Aided	18%	18%	39%	39%
School Nutrition	14%	18%	35%	31%
Construction	0%	2%	100%	97%
Extension	4%	5%	30%	41%

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, provided in the attachments to the minutes of your Committee's meeting is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Quarterly Report of Contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly report of contracts between $25,000 and $50,000. This report includes information for October, November, and December 2010.

Month	School	Project	Contractor	HUB Participation	Amount
10/21/10	NW Secondary Middle/High School	Office Air Conditioning	Mared Mechanical Contractors Corp.	0%	$38,950.00
Total					$38,950.00

Report on Vendors with Cumulative Contract Amounts over $50,000

Contract #	Vendor ID	Vendor Name	End User	Contract Amount	YTD Contracts
C015012	V004747	Cambium Learning Inc	DE — Division of Special Services	1,500.00	1,161,500.00
Contract — 3E Language Coaching (#185906) Given to MPS speech/language pathologists, provided by Susan Rampp Niette on Friday, December 10, 2010.					
C015031	V004186	Board of Regents of the UW System	OW — Wellness & Prev — Rm 265	1,200.00	266,029.00
This Contract is being entered into November 22, 2010, by and between the Board of Regents for the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee (UWM) and Milwaukee Board of School Directors (MPS). UWM shall specifically perform the following tasks: Center for Urban Initiatives & Research, University of Wisconsin-Milwaukee, will create a Human Growth and Development pre- and post-test that is valid and reliable and shall analyze data collected during the 2010-11 school year for statistical significance. The following summarizes proposed technical and evaluation services for the MPS Human Growth and Development (HGD) Project from September 28, 2010, through June 30, 2011. Please see contract for full scope of services.					
C015047	V014166	Wendell J Harris & Assoc LLC	IV — Department of Innovation	4,980.00	89,979.00
Facilitate restorative practice circles for 12 weeks, 10 hours per week, at $40 an hour.					
C015143	V0189944	C E SA#1	RC — Community Rec.	6,291.12	265,330.00
Plan and execute on-site training for up to 125 participants designed to equip after-school directors and staff with the skills, etc. to deliver effective after-school programming. Will be held at Best Western Milwaukee airport hotel.					
C015145	V0496022	Robert Half International Inc	FN — Financial Services	48,000.00	331,248.10
Provide accounting services as directed by the Chief Financial Officer or that person's designee from March 4, 2011, through August 12, 2011.					

Acceptance of Donations

7. The listing of donations offered to schools and departments is attached.

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed in the attachments and accept the donations as listed in the attachments, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Certificated Appointments; Receipt of the Report on Certificated Resignations and Classified Retirements; Action on the Reappointment of Probationary Personnel, and Receipt of the Affirmative Action Report

Action on Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
5	Susan Beresford Jackson	School Secretary I $21,574.05/yr.	12-15-10
2	Diane Flagg Hopkins	School Secretary I $21,574.05/yr.	01-03-11
5	Jason Loucks Fac. & Maintenance Services	Electrician $62,200.00/yr.	12-20-10
5	Kevin Moser Fac. & Maintenance Services	Locksmith $58,640.00/yr.	12-13-10
4	Ruth Rivera-Crawford Pulaski	School Secretary I $21,574.05/yr.	01-03-11
5	John Sterba IV Fac. & Maintenance Services	Locksmith $58,640.00/yr.	12-20-10
5	Jared Utzinger Special Services	School Nurse Associate $22,331.01/yr.	01-10-11
		Promotions	
5	Arleen Brumirski Finance	Accounting Assistant II $40,370.90/yr.	01-04-11
2	Michael Nash Milwaukee School of Languages	Boiler Attendant Trainee $38,179.56/yr.	12-20-10
2	Thelma Roberson South	Boiler Attendant Trainee $30,660.95/yr.	12-27-10
		Returns from Leave	
	Blanca Orozco Early Childhood Services	School Nurse Associate $24,142.74/yr.	01-03-11
		Changes in Status	
	Audry Battiste[1] Milwaukee French Immersion	School Secretary I $29,038.17/yr.	01-03-11
	Kenneth Wylie[2] Central Services Building	Boiler Attendant Trainee $32,029.77/yr.	12-27-10

[1]From a 12-month to a 10-month position
[2]Demotion from School Engineer I

Action on Certificated Appointments

Eth Code	Yrs. Exp. Teachers	Division	Salary	Credit	Start Date
5,r,b	David M. Christian Cross-Categorical — Special Education	BB	$42,383.00	5	12/15/2010
2,r,b	Kimberly L. Lewis Cross-Categorical — Special Education	D	$67,567.00	16	12/13/2010

5,r,b	Kimberly A. Mnichowicz Spanish	B	$43,651.00	7	01/10/2011
5,r,b	Kara C. Pickerell Special Education — MRP/EBD	BB	$44,046.00	6	12/20/2010
5,nr	Margaret T. Truman Speech Pathology	B	$35,729.00	1	01/05/2011
3,r,b	Florina S. Ortiguera Special Education — MRP/EBD	E	$72,913.00	17	01/03/2011
2,r	Jerome W. Wardlow Special Education — MRP/EBD	B	$35,729.00	1	01/03/2011

Report on Certificated Resignations and Classified Retirements

Resignations

Name	Position	Effective Date
Erik Andersen	Teacher	06/15/11
Jane Arfsten	Teacher	04/08/11
Greg Banks	Teacher	01/05/11
Jane Collins Behr	Teacher	01/03/11
Steven Cullison	Teacher	12/22/10
DeLois Ferguson	Teacher	09/01/11
Summer Gallagher	Teacher	01/21/11
Joyce Gardiner	Teacher	01/21/11
Charlotte Gingrasso	Teacher	12/21/10
Dawn Gorski	Teacher	12/06/10
Janet Greene-Butler	Teacher	01/05/11
John Losiniecki	Teacher	06/15/11
Blondell Lott	Teacher	06/15/11
Mark McCormick	Teacher	12/15/10
Laura Murray	Teacher	11/28/10
James Nowak	Teacher	01/02/11
Annabelle Pace	Teacher	10/01/10
Carolyn St. Clair	Teacher	01/06/11
Lisa Schwarz	Teacher	01/03/11
Justin Sorenson	Teacher	01/02/11
Jaime Stadler	Teacher	08/01/10
Ned Sucevich	Teacher	06/15/11
Mia Tatum-Crider	Teacher	12/31/10
Brian Verdin	Teacher	01/21/11
Kenneth Wilkinson	Teacher	01/24/11

Retirements

Name	Position	Effective Date
Joanne Debarge	School Secretary I	12-22-10
Cheryl Fuhrman	School Kitchen Mgr. I	12-23-10
Sheryl Funk	Hndcp. Children's Asst.	12-22-10
James Gaines	Bldg. Service Helper I	12-09-10
Barbara Klapka	School Secretary I	12-22-10
Lois Ksobiech	Dupl. Equip. Op. II	12-29-10

Delores Moore	Para Educational Asst.	12-30-10
Ana Rivera	School Secretary I	12-07-10
Michael Sponholtz	Groundskeeper	12-02-10
Irma Ward	Food Service Assistant	12-21-10
Martha Washington-Tillman	Material Handler IV	12-30-10

Action on the Reappointment of Probationary Personnel

The Superintendent nominates for reappointment the probationary support staff listed below:

Support Staff
(Completing First of Eight Semesters)

Michael Cipriano	Valorie Powell	Dennis Queen

Support Staff
(Completing Second of Eight Semesters)

Ashley J. Adsit	Dana Berlin	Jacquelyn Moga
Donald L. Bennett	Latricia C. Johnson	

Support Staff
(Completing Third of Eight Semesters)

Yahya Abdul-Qaadir	Lorena C. Gueny	Jennifer L. Roberts
Keith A. Atkinson	Latasha M. Henry	Sharonda R. Robinson
Matthew F. Barton	Regina Jacobs	Dominique Q. Smith
Irene R. Borenstein	Jacqueline L. Jolly	Julie Vega-Payne
Thomas S. Bruno	Tamara S. Johnson	Patience J. Wade
Nicole S. Coleman	Stephanie J. Jones	Takisha Weatherall-Jones
Andrea M. Corona	Daniel V. Lotesto	Felicia P. Winston
Kari S. Couture	Monique P. Parks	
Rashida B. Evans	Verlee Portis	

Support Staff
(Completing Fourth of Eight Semesters)

Brian Litzsey
Kathy O'Bryant

Support Staff
(Completing Fifth of Eight Semesters)

Richard J. Bukosky	Marie McClain	Rae Ellen Sena
Sandra J. Martin	Nicole C. McDowell	

Support Staff
(Completing Sixth of Eight Semesters)

Helen L. Hamilton
Judith K. Walker Wied

Support Staff
(Completing Seventh of Eight Semesters)

Percy E. Eddie

*** Correction: Natosha Harris has earned tenure as a teacher and has been taken off the list.

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for December 2010 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions and certificated appointments as listed in the attachments and reappoint the probationary support staff listed in the attachment.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted to the classifications indicated, effective upon assignment following approval by the Board:

3(nr)	Kimiko A. Ott	Executive Director Curriculum & Instruction	Schedule III, Range 16A $120,000
2(r)	Tanzanique Carrington	Principal Hartford Avenue University School	Schedule III, Range 14Z $76,585
5(r)	John Imp	Accountant II Finance	Schedule III, Range 05A $55,661.88
2(r)	Felecia Jasper-Mitchell	Accountant II Finance	Schedule III, Range 05A $57,265.77
2(nr)	Imelda Holley	Board Information Officer Office of Board Governance	Schedule III, Range 10A $73,645

Codes:

1	Native American
2	African American
3	Asian/Oriental/Pacific Islander
4	Hispanic
5	White
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on Prevailing Wage Rates

Background

1. A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates is provided in the attachments to the minutes of your Committee's meeting.

2. Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

3. Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages, pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304).

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as provided in the attachments to the minutes of your Committee's meeting, effective as of the dates stated.

Director Miller moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

* * * * *

(Item 5) Action on the Receipt of the Fiscal Year-End 2010 Audit Reports: MPS Financial Statements; Management Letter; Early Retirement Supplemental and Benefit Improvement Plan; Supplemental Early Retirement Plan for Teachers; Report on Federal and State Awards; and Comprehensive Annual Financial Report (CAFR)

Background

1. On January 28, 2010, the Milwaukee Board of School Directors authorized the Office of Board Governance to retain the services of Baker Tilly Virchow Krause LLP (BT), formerly Virchow, Krause & Company, LLP, to perform audit services for the years ending June 30, 2010, 2011, and 2012.

2. BT has completed the June 30, 2010, year-end reports identified below. The reports are presented for Board consideration.

- Financial Statements
- Management Letter dated June 30, 2010, including the Auditor's Report on the Status of the Prior Year's Recommendations
- Early Retirement Supplement and Benefit Improvement Plan
- Supplemental Early Retirement Plan for Teachers
- Federal and State Single Audit Report
- Comprehensive Annual Financial Report.

3. The reports have been transmitted to the Board under separate cover.

4. Representatives of BT will be present at the Committee's meeting to answer any questions from Board members.

Receipt of the financial statements for the year ended June 30, 2010

5. State statute 120.14 requires school boards to provide for the audit of school district accounts and certification of the audit. The objectives of the audit are to:

a. express the auditor's opinion concerning whether financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows of the district in conformity with generally accepted accounting principles;

b. report on the internal controls relevant to an audit of the financial statements; and

c. Report on MPS's compliance with laws and regulations which could have a material effect on the financial statements.

6. This report was incorporated into the district's Comprehensive Annual Financial Report, issued to the Board on December 21, 2010, and is presented tonight for discussion.

Receipt of the Management Letter and Action on District Administration's Response to the Comments

7. During the annual audit, BT performs a review of the district's internal control structure to determine the auditing procedures that are necessary to express an opinion on the district's financial statement. This review culminates with the issuance of a Management Letter which presents the auditor's observations on various district management and internal control issues and makes recommendations.

8. The district has submitted responses to the BT Management Letter's observations and recommendations. The responses, which are included in the Management Letter, were reviewed by BT and Audit Services to determine if the action plans identified in the response will resolve the noted observations. Action plans contained in the district administration's response, when implemented by management, should help to resolve most of the audit observations noted in the report.

9. The Management Letter also includes a report on the status of progress on the district's implementation of the recommendations contained in the prior year's Management Letter.

10. The prior year's Management Letter included four recommendations that required follow-up by MPS administration. BT has reported that management's actions have resolved one of the recommendations. Two recommendations which require additional management action and further audit evaluation are being carried forward to FY11. One of the two recommendations that require reevaluation has been partially resolved. BT reported that additional MPS management action and/or BT audit evaluation is required to fully address the resolution of these two recommendations (two recommendations were combined).

Receipt of Audit Reports for the Early Retirement Plans

11. The district administers two early retirement plans, The Early Retirement Supplement and Benefit Improvement Plan and The Supplemental Early Retirement Plan for Teachers. A separate audited financial statement is issued annually for each plan. The audits were completed and are presented tonight for discussion.

Receipt of the Fiscal Year-End 2010 Federal and Single Audit Report

12. The district is required under P.L. 98-502, Single Audit Act of 1984, and the Single Audit Act Amendments of 1996, P.L. 104-156, to have an audit of district programs funded with state and federal funds. The objectives of the single audit are to:

a determine whether the schedules of federal and state financial assistance are presented fairly in relation to the financial statements taken as a whole;

b report on the auditor's determination whether the internal control structure provides reasonable assurance of compliance with federal, state, and other laws and regulations; and

c express an opinion on whether the organization has complied with the specific terms and conditions of its major federal and state award programs.

13. The Federal and Single Audit Report includes the district's corrective action plans to correct the current-year findings and the district's report on the status of the prior year's corrective action plans.

Receipt of the Comprehensive Annual Financial Report

14. The Department of Finance has completed and issued to the Board on December 21, 2010, the district's Comprehensive Annual Financial Report (CAFR). The CAFR includes the Financial Statements, the auditor's opinion on the Financial Statements, and other statistical and general information about the district and its operations.

Committee's Recommendation

Your Committee recommends that the Board receive the:

1. MPS Financial Statements for the Year Ended June 30, 2010;
2. BT Management Letter for the Year Ended June 30, 2010, and accept district administration's response to the BT Management Letter;
3. Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2010;
4. Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2010;
5. Report on Federal and State Awards for the Year Ended June 30, 2010; and
6. Comprehensive Annual Financial Report for the Year Ended June 30, 2010.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Action on Resolution 0910R-040 by Director Petersons to Develop a Pilot Plan to Implement the Use of Solar Swimming Pool Heaters

Background

1. At its regular monthly meeting on February 25, 2010, the Board referred Resolution 0910R-040 by Director Petersons to the Committee on Accountability, Finance, and Personnel:

WHEREAS, The Milwaukee Board of School Directors is the fiscal agent for Milwaukee Public Schools and has the responsibility of overall fiscal management; and

WHEREAS, In this time of fiscal crisis, MPS must take every opportunity to decrease operational costs in an effort to increase funding to the classrooms; and

WHEREAS, Operating MPS facilities with energy efficiencies and moving forward with the district's green initiative illustrates the district's efforts to consider all cost-saving measures; and

WHEREAS, There is an increased desire among citizens to introduce environmentally preferable products and services into the mainstream; and

WHEREAS, As both a public entity and an educational institution, MPS must take a leadership role in encouraging the use of "green" and energy-efficient products, services, and technologies; and

WHEREAS, As more leaders such as MPS operate in "green" and energy efficiencies, more entities will follow suit, benefiting both individual organizations and the environment; and

WHEREAS, In fact, on February 22, 2010, the City of Milwaukee's Community and Economic Development Committee approved an ordinance that allows the creation of the state's first property-assessed solar power revolving loan program to make solar power a more attractive option; and

WHEREAS, The loan program was designed to eliminate the barrier of upfront costs of solar panel installation; and

WHEREAS, One area in which the Board may achieve significant savings and reduce energy costs is the installation of solar pool heaters to heat swimming pools; and

WHEREAS, According to the U.S. Department of Energy, solar pool heating is the most cost-effective use of solar energy in many climates as most of the heat loss from a pool is from the surface of the water through direct conduction and convection to the air and through evaporation; and

WHEREAS, Making financial investments in our facilities illustrates that MPS recognizes the value of sustainability and that aligning operations accordingly is a way for MPS to invest in the community in a socially responsible way and to save the district money; and

WHEREAS, In addition to the cost-benefit of using solar panels to heat swimming pools, this initiative is certainly something our kids will be able to learn from; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a pilot plan to implement solar panels in two MPS high schools for the purpose of heating swimming pools; and be it

FURTHER RESOLVED, That this plan be presented to the Board no later than the May 2010 Board cycle.

2. The Administration presented its response to the Resolution at the Committee's meeting on November 16, 2010; however, due to the author's being unable to attend the Committee's meeting, the Committee agreed to hold this item in committee. The item is now being presented for the Committee's consideration.

Administration's Analysis

3. MPS has demonstrated a leadership role in encouraging the use of "green" technology through the two Photovoltaic System (PV) Solar projects that have been completed at Cooper and Fairview Elementary Schools. Each site is currently generating 5% and 4%, respectively, of its overall power needs.

4. MPS has also demonstrated a leadership role in encouraging the use of green technology through its use of green cleaning products. All cleaning chemicals, with the exception of disinfectants, are Green Seal certified. Paper towels and bath tissue are made from 100% recycled materials, with a minimum of 40% post-consumer waste, which meets or exceeds all Environmental Protection Agency (EPA) guidelines and/or LEED certifications. EPA guideline for bath tissue is 10% post-consumer waste.

5. Green curriculum: MPS has been expanding programming in the areas of green technology, environmental science, and sustainability over the past several years. As a sampling:

- Project Lead The Way (now in 28 MPS schools) has both middle-school and high-school units on sustainability, energy, and the environment;
- both Bradley Tech and Bay View High Schools have added green technology to their construction education programs;
- Bradley Tech has been building a "green garage" in partnership with Growing Power;
- Pulaski High School has received a $100,000 grant from the Federal Department of Transportation to develop courses for alternative-fuel automotive technology;
- Vincent and Custer High Schools have started aquaponics programs; and

- the new "Engineering is Elementary" units for K-5 science include sections exploring sustainability.

6. MPS has participated in incentive programs from Focus on Energy and We Energies that will fund up to 50% of the overall project cost of systems and/or projects that use renewable energy.

7. MPS has conducted preliminary cost-benefit analysis for the use of solar power as an enhancement and/or supplementary system to heat swimming pools. This analysis identifies a 35-year simple payback. The analysis included the use of program incentives that would fund 41% of the overall cost of the project.

8. While the cost-benefit analysis indicates that solar energy is not yet cost-effective for heating swimming pools, the use of incentives from Focus on Energy and We Energies reduces the overall cost of the project, making them more affordable. While the Administration recognizes the benefit of the potential integration of renewable-energy technology such as solar energy systems into the curriculum, the curriculum is difficult to incorporate into a monetary cost-benefit calculation.

9. Madison and Bay View high schools are currently participating in the Milwaukee Shines Program. It was the Department of Energy's (DOE) intent to create a collaborative competition between the two high schools to stimulate city-wide sustainability awareness. A grant of $200,000 from DOE would fund a portion of these projects. Solar thermal heating of pools was initially examined as part of this initiative; however, due to restrictions on DOE funding, pool heating systems cannot be included in the projects.

Strategic PLAN Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountably for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

11. The Administration's recommendation is consistent with state statutes, administrative policies, and Board rules.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. The Division of Facilities and Maintenance Services (DFMS) will continue to explore opportunities to use incentives to fund sustainable-energy projects.

14. The DFMS will incorporate a systems review and cost-benefit analysis for solar-powered heating systems of swimming pools when these systems are scheduled for replacement as part of our cyclic maintenance program.

15. The DFMS will recommend the use of solar power as an enhancement and/or supplemental system for heating swimming pools when the cost-benefit analysis results in the savings in utility costs of the system being equal to or greater than the cost of the solar panel equipment.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendments:

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ~~develop~~ conduct a systems review and cost-benefit analysis to determine the economic feasibility of developing a pilot plan to implement solar panels in two MPS high schools for the purpose of heating swimming pools; and be it

FURTHER RESOLVED, That this plan follow-up be presented to the Board no later than the ~~May 2010~~ April 2011 Board cycle.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 7) Monthly Report of the Chief Accountability and Efficiency Officer

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Update on Current Projects

1. Project — Implementation of Contract and Grant IFAS Modules and Bid Online

   a. In December 2010, the District issued purchase orders to SunGard Public Sector to begin the implementation of the new IFAS contract and grant modules.

   b. Project leaders/liaisons from Grant Services have been identified to assist in the implementation. The Chief Financial Officer is expected to name representatives to serve on both the grants and contract-implementation teams.

   c. A conference call on the grant module was held at the end of December, and an additional call was scheduled for the week of January 10.

   d. A SunGard consultant is scheduled to meet with the district's grant team on January 24-26 to establish an implementation plan and timeline for the grant module. The SunGard consultant will also initiate a business-process review (BPR) with members of the grant team. The review will allow managers to review existing business processes and determine which processes should be maintained, modified, or eliminated during the implementation.

   e. The lead Technology Division manager will establish conference calls and meetings in February to discuss next steps for implementation of the contract module and Bid Online.

2. Project — Development of OAE website

   a. The Accountability staff has created an Accountability and Efficiency website and posted data regarding the FY10 budgets and expenditures. It was noted while gathering financial data that many district transfers and adjustments are made throughout the year. The OAE is working with the Office of the Chief Financial Officer to implement more detailed electronic reporting, with the expectation that these adjustments will increase efficiency and add transparency to the district's financial records.

   b. The OAE is using an MPS-approved temporary agency to scan FY10 contracts into electronic documents. Approximately 400 professional service contracts in effect during FY10 have been scanned. Contracts with vendors to whom a total of $50,000 or more was paid during FY10 will be posted to the Accountability website. Having contracts in an electronic format also will help with the transition to the contract module.

3. This information summarizes the first steps taken by the OAE in providing the public with transparency concerning the District's finances and contracting practices.

* * * * *

(Item 8) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 709 Contract with Concentra Medical Centers for Occupational Medical Services

The Administration is requesting authorization to enter into a contract with Occupational Health Centers of the Southwest, d/b/a Concentra Medical Centers, to provide occupational medical services as referred by the District's Office of Human Resources. These services include, but are not limited to, pre-placement physical exams for job classifications as required by MPS, drug and alcohol testing (random and reasonable suspicion), required employee medical monitoring, and medical management of Worker's Compensation cases.

The vendor was chosen pursuant to RFP 709, which closed on December 13, 2010. This contractor is the same as that for the previous RFP awarded for this group of services (RFP 569).

The contracts will run from March 1, 2011, through February 28, 2016. The total cost of the contract will not exceed $575,000 for all five years.

Budget Code: DWC-0-0-EMB-DW-EMDI
(Medical Insurance — District-Wide) $575,000

HUB % set 5%
HUB % proposed 5%
Total HUB $ ..... $to be determined
Student Career Awareness Commitment ..... 10 hours

RFP 500 Extension of Contract with JP MorganChase Bank for Banking Services

The Administration is requesting authorization to extend a contract for banking services with JP MorganChase Bank. In February 2006, the Board approved a five-year contract for banking services, to begin on April 1, 2006, and to end on March 31, 2011. The Administration is seeking a one-year extension of this contract.

Given the change in market conditions, the high cost of changing banks, and the desirability of seeking unique services (such as the provision of banking accounts for MPS employees that do not otherwise qualify for checking accounts to obtain a 100% participation rate in direct deposit), the Administration believes a one-year extension is in the District's best interest.

The term of this contract would run from April 1, 2011, through March 31, 2012, at a projected annual cost of $50,000.

Budget Code: FSC00ACTFN-EDDU (Financial Services — Service Fees) $50,000

HUB % set 15%
HUB % proposed 15%
Total HUB $ ..... to be determined

RFP 599 Extension of and Increase in the Amounts of Contracts with AE Business Solutions, bIT360, and Futuristics Computer and Consulting Service for School-Based Desktop Support

The Administration is requesting authorization to extend the contracts with AE Business Solutions, bIT360, and Futuristics Computer and Consulting Service to support the 38,000 desktop computers located in the schools for an additional one-year term and to augment the amounts for this year's contracts.

These vendors were selected to provide desktop support based upon their responses to Request for Proposal 599. In June 2008, the Board approved three-year contracts with each of the vendors. The Administration has expended the contracts to $951,552.35, $419,629.97, and $869,273.70, respectively. The Board approved a maximum of $2,648,787 for the three-year contracts. To date, $2,240,456 has been expended.

The Administration is seeking authorization to increase the amount budgeted this fiscal year for AE Business and Futuristics by $150,000 each due to the assignment of additional employees to handle the increased workload.

Each vendor has met the HUB participation — AE Business at 35% MWBE, bIT360 at 100% MEBE, and Futuristics at 100% MBE.

Funding for the break/fix program is recovered through the e-Rate program.

Budget code: TSV00EH9TC-ECTS
(Erate Telephone Services — Contracted Services).....$1,550,000

HUB % set 35%
HUB % proposed .....varies%
Total HUB $.....TBD
Student employment .....320 hours
Student career awareness .....10 hours

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Report and Possible Action on the State of the District's Radio Station, WYMS 88.9 FM

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Administration's Report

1. In 2004, the district determined that it would no longer operate the WYMS-FM radio station because of the cost involved and because the operation was not one of MPS's core competencies.

2. A Request for Proposal was developed to solicit proposals from organizations to manage the programming and operations of the radio station on a daily basis. The vendor selected would be responsible for hiring a staff of radio media professionals.

3. The district's intention was to eliminate direct property-taxpayer support of the station.

4. The selected vendor also would be required to develop a format of diverse music and programming that would be representative of the community and meet the core values of Milwaukee Public Schools.

5. On November 29, 2004, the district signed a contract with Radio for Milwaukee (RFM) for management of the operations of the radio station. MPS still is the license holder and responsible to the Federal Communications Commission (FCC) for compliance with applicable rules and laws.

6. RFM hired additional professional on-air personalities and dropped the station's long-time jazz format in favor of a comprehensive program of diverse music. Station management believed that the new format would have a positive impact on the quality of life in the greater Milwaukee area.

7. In addition to the new music format, RFM created several successful, high-profile community programs. They included:

- Arts and culture: "Make Milwaukee"
- Community building: "Neighborhood Project"

- Children and youth: “Safe Streets, Healthy Kids”
- Volunteer and mentor: “Make Time and Make A Difference”
- Meet the need: “50 Organizations in 50 Days.”

8. RFM built a strong Internet presence and began streaming its music programming world-wide on www.radiomilkaukee.org.

9. RFM is assisting in the creation a radio station that students will manage. The program was originally started at Du Bois in 2008, but was stopped when the Board decided to close the school. Audubon now will be the location of the student radio station. The station infrastructure will be completed this school year.

10. RFM has increased the listenership from approximately 20,000 per day in 2005 to 57,000 today. It is competing successfully with other local public radio stations such as WUWM and WHAD.

11. No direct property-taxpayer support is provided to the radio station.

12. RFM’s annual fundraising activities are very successful. Since the inception, the income has been from these sources:

- Corporation for Public Broadcasting (CPB) grants — $450,000
- Membership — $312,500
- Private donations — $3,037,000
- Underwriting — $806,000.

13. All meetings of the Board and its committees are broadcast in their entirety on WYMS.

14. RFM is very successful and continues to increase listenership with its “Diverse Music for a Diverse City.” The music, coupled with the award-winning community programming, is having a positive impact on the quality of life in the greater Milwaukee area.

* * * * *

(Item 10) Action on Proposed Changes to the Health Plan for Board Members

Background

1. At its special on December 2, 2010, following the ratification of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers’ Education Association for teachers, the Milwaukee Board of School Directors also approved changes to the health benefits for all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including management staff in the Office of Board Governance and cabinet-level personnel. The changes to the health plan for such personnel included a change in the third-party administrator for the MPS PPO/Indemnity Health Plan, with an effective date no sooner than April 1, 2011, in addition to other changes in health benefits.

2. Historically, the Board has taken action to adopt the health plan provisions and changes that apply to cabinet-level personnel for its own health benefits.

Administration’s Analysis

3. The highlights of the changes to the health plan benefits for cabinet-level employees are as follows:

- PPO/Indemnity Health Plan, changes effective no sooner than April 1, 2011:
  - change in third-party administrator to United HealthCare
  - increase in annual deductibles and co-insurance for out-of-network usage.

- EPO Health Plan, changes effective no sooner than April 1, 2011:
  - implementation of an upfront annual deductible
  - change in third-party administrator for the pharmacy benefit (retail and mail order) to Medco.
- Modification of the drug benefit to reflect new three-tier formulary design for retail and mail-order prescription drug benefit for the PPO/Indemnity Health Plan and the EPO Health Plan no sooner than April 1, 2011.
- Modify incentives to increase participating in the Health and Productivity Management Program, effective with the 2011 plan-year.
- Implementation of domestic-partner benefits for same- or opposite-sex partners and dependents for active health and dental benefits, effective November 1, 2011, once sufficient district-wide complement becomes eligible.

4. During a recent review of Board Rule 1.27, Board Member Health Insurance, it was discovered that this rule had not been updated to include the adopted FY2003 budget amendment regarding Board health insurance. Specifically, this budget amendment stipulated that, effective with the September 2002 Open Enrollment, Board members would pay the difference between the health insurance plans they selected and the lowest-cost plan. The Administration has used the FY2003 budget amendment in the administration of Board members' health insurance plans since its adoption.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

6. Approval to extend the health plan changes for cabinet-level personnel referenced above to Board members aligns such benefits with Board Rule 1.27, Board Member Health Insurance.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will include Board members in the implementation of the health plan benefit changes for cabinet-level personnel, with an effective date no sooner than April 1, 2011.

Committee's Recommendation

Your Committee recommends that the Board approve and adopt the health plan changes that apply to cabinet-level personnel for Board members, highlights of which are summarized below, effective no sooner than April 1, 2011, and that the Board authorize and direct the Administration to implement such changes for Board members, effective no sooner than April 1, 2011:

- PPO/Indemnity Health Plan, changes effective no sooner than April 1, 2011:
  - change in third-party administrator to United HealthCare
  - o increase in annual deductibles and co-insurance for out-of-network usage.

- EPO Health Plan, changes effective no sooner than April 1, 2011:
  - implementation of an upfront annual deductible
  - change in third-party administrator for the pharmacy benefit (retail and mail order) to Medco.
- Modification of the drug benefit to reflect new three-tier formulary design for retail and mail-order prescription drug benefit for the PPO/Indemnity Health Plan and the EPO Health Plan no sooner than April 1, 2011.
- Modify incentives to increase participating in the Health and Productivity Management Program, effective with the 2011 plan-year.
- Implementation of domestic-partner benefits for same- or opposite-sex partners and dependents for active health and dental benefits, effective November 1, 2011, once sufficient district-wide complement becomes eligible.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 11) Action on Recommended Allocations of Creative Option Seats (COS) and Behavioral Reassignment Transitional Seats within Partnership Schools

Background

1. Milwaukee Public Schools is required to provide a continuum of services, including a continuum of placements for students who have significant needs that are emotional, behavioral, or social. As these students' particular educational needs may not be able to be addressed appropriately within a traditional school setting, it is necessary to contract with non-traditional contracted schools and agencies.

2. In order to meet this requirement, the Behavioral Reassignment (BR) program was created to serve students who have been expelled from the district with educational services or who, through the Central Office Hearing process, received placement in partnership schools for specified periods of time.

3. Also, beginning with the 2007-08 school year, the Creative Option Seats (COS) program was instituted to support traditional schools that have students with significant unproductive educational patterns. COS seats, which were purchased by traditional middle and high schools, provided schools to service struggling students with additional resources at existing contracted schools that were willing to admit additional MPS pupils.

Administration's Analysis

4. Milwaukee Public Schools continues to have a need for programs serving at-risk students, including students experiencing difficulty with behavior. In order to support this need, the Administration would like to provide Creative Option Seats (COS) for traditional middle and high schools with the most severe and immediate disruption issues.

5. It is also important that there is a strong need for transitional services for students with disciplinary issues that have been assigned to a behavioral reassignment program. In order to better assist some of these students, behavioral reassignment transitional seats will be at two partnership schools who serve at-risk students.

6. The partnership region social worker will work with staff at both sites to support and provide transitional services to students during the second semester. This support will be around restorative practices, staff- or peer-mentoring, and small support groups.

Strategic Plan Compatibility Statement

7. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 8: Students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS Standards for contracting with alternative partnership schools.

Fiscal Impact Statement

9. The 129 Creative Option Seats and 20 Transitional Seats will be funded at $4,624 per seat. This item authorizes expenditures for Creative Option Seats and Transitional Seats totaling $688,976 for the second semester of FY11. The costs of the contracts will be charged to ARC-0-I-AGN-1S-ECTV (At-risk contracted services). Funding to cover the cost of the seats will be transferred from the various accounts in Student Support Center budget (project SPC) and transferred to the at-risk contracted services account. The costs for the seats are shown below:

Proposed Seats for FY11 — Second Semester

	Number of Seats	Cost
Creative Option Seats	129	$596,496
Transitional Seats	20	$92,480
Total	149	$688,976

Implementation and Assessment Plan

10. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed upon by the two parties in writing, partnership schools will comply with the performance standards set in the District's Strategic Plan.

11. The No Child Left Behind Act (NCLB) includes provisions to raise academic achievement for *all* children. This includes students enrolled in MPS partnership schools.

12. Unless otherwise negotiated and agreed to by the parties in writing, special education sites shall establish to the satisfaction of MPS on an annual basis that the partnership school or agency has complied with performance standards specified in the contract.

13. All students with disabilities will have functional behavioral assessments and behavior-intervention plans within their IEPs that will result in an improvement in behavior, as reflected in a reduction in behavioral incidents, suspensions, and other disciplinary actions. Students must be involved in the development of their own behavioral support plans.

Committee's recommendation

The Administration recommends that the Board:

1. authorize the use of Creative Option Seats in the following partnership schools:

Proposed Seats for Second Semester of 2010-11 School Year

Partnership School	Grade	Total Seats	Cost
Career Youth Development	9-12	35	$161,840
Project Excel	6-12	15	$69,360

St. Charles	6-12	15	$69,360
Southeastern	6-8	10	$46,240
Synergy	6-12	54	$249,696
Totals		129	$596,496

2. authorize the approval of the use of Transition Seats from the following at-risk partnership schools:

Partnership School	Grade	Total Seats	Cost
Assata	9-12	10	$46,240
Cornerstone	9-12	10	$46,240
Totals		20	$92,480

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on a Recommendation To Revise Administrative Policy 8.45, Public School Open Enrollment

Background

In January 1998, the Milwaukee Board of School Directors approved Administrative Policy 8.45, Public School Open Enrollment. The policy was revised in March of 1999 and again in March of 2002.

Administration's Analysis

1. The current policy includes references to racial balance and limits on the number of students that may participate in open enrollment. The revisions proposed in this item address the fact that the Milwaukee Public Schools is no longer under court order regarding racial balance and that the limits on the percentage of students from a school district participating in open enrollment are no longer in effect.

2. The proposed revisions also remove specific date references in order to avoid future revisions to the policy when changes are made to state law regarding open enrollment.

Statute, Administrative Policy, or Board Rule Statement

3. This item recommends revisions to Administrative Policy 8.45, Public School Open Enrollment.

Implementation and Assessment

4. Upon approval by the Board, the proposed revisions to Administrative Policy 8.45, Public School Open Enrollment, will be made and published.

Fiscal Impact Statement

5. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 8.45, Public School Open Enrollment:

Administrative Policy 8.45
Public School Open Enrollment

To the extent consistent with state laws, Board policies, and MPS administrative guidelines, a nonresident pupil (one who resides outside the City of Milwaukee) may apply to attend an MPS school through either the full-time or part-time state-wide open-enrollment programs.

(1) FULL-TIME OPEN ENROLLMENT

(a) NONRESIDENT PUPILS APPLYING FOR TRANSFER INTO THE MILWAUKEE PUBLIC SCHOOL DISTRICT

~~Beginning in the 1998-99 school year, and to the extent consistent with state laws, Board policies, and MPS administrative guidelines, a nonresident pupil (one who resides outside the City of Milwaukee) may apply to attend an MPS school under the following procedures, terms, and conditions:~~

1. Applications shall be received by MPS ~~not earlier than the first Monday in February and not later than the third Friday following the first Monday in February of the school year immediately preceding the school year in which the nonresident pupil wishes to attend MPS~~ during the time frame designated by state law. An application may include a request to attend a specific school or program, but preference in assignment at a school, program, class, or grade shall be given to residents of the City of Milwaukee.

~~2. MPS shall send a copy of each application received by MPS to the resident school district of the pupil applying for transfer into MPS and to the Wisconsin Department of Public Instruction (DPI) on the 4th Monday in February.~~

~~3~~2. MPS shall not accept or reject any applications for transfer into MPS until after ~~the third Friday following the first Monday in February~~ the designated application period has ended. Applications for students already attending MPS will be accepted. If MPS receives more applications for a grade or program than there are spaces available, MPS shall determine which nonresident pupils to accept on a random basis after giving preference to ~~pupils who are already attending MPS and to siblings of pupils~~ applicants who have siblings attending MPS. ~~If MPS determines that space is not otherwise available for open enrollment pupils in the grade or program to which the individual has applied, MPS shall nevertheless accept an applicant who is already attending MPS.~~

~~4~~3. ~~On or before the first Friday following the first Monday in April following receipt of the application,~~ MPS shall notify the applicant, in writing postmarked on or before the deadline designated by state law, whether it has accepted or rejected the application. If the application is rejected, MPS shall include in the notice the reason for the rejection .

~~5~~4. If MPS accepts an application ~~on or before the 2nd Friday following the first Monday in May following receipt of the application,~~ MPS shall notify the applicant, in writing postmarked on or before the deadline designated by state law, of the specific school of or program that the pupil may attend the following school year.

~~6~~5. If MPS accepts an application ~~on or before the first Friday following the first Monday in June following receipt of a notice of application~~, the nonresident pupil's parent or guardian shall notify MPS, postmarked on or before the deadline designated by state law, of the pupil's intent to attend MPS the following school year.

~~7~~6. If MPS accepts applications for transfer into MPS by nonresident pupils, MPS shall notify the appropriate resident school boards, on or before the deadline designated by state law, of the names of the pupils who shall be attending MPS during the following school year ~~by June 30th of each year~~.

~~8~~7. ~~MPS shall not provide transportation for any nonresident pupil who attends an MPS school under this section. If~~ Transportation will be provided only if the nonresident pupil is a child with a

disability, and transportation is required in the pupil's individualized education program or is required under s. 121.54(3), Stats.~~, the nonresident district shall provide such transportation~~.

~~9~~8. An application shall be accepted only where space is available in the school, program, class, or grade within MPS. In determining the availability of space, MPS may consider criteria such as any class size limits and pupil-teacher ratios and enrollment projections established by the ~~Administration~~ Milwaukee Board of School Directors. MPS may include in its count of occupied space pupils attending MPS for whom tuition is paid by the resident district under an agreement under s. 121.78(1)(a), Stats., and pupils who are already attending MPS and have applied to attend MPS under s. 118.51(3)(a) Stats.

~~10~~9. A nonresident pupil may attend a pre-kindergarten, 4-year-old kindergarten, early childhood, or school-operated day care program in MPS only if the pupil's resident school district offers the same type of program and the pupil is eligible to attend such type of program in his or her resident school district.

~~11~~ 10. An application shall not be accepted for any pupil:

a. who has been expelled from school by any school district during the current or two preceding school years for any of the following reasons, or

b. who has a disciplinary proceeding pending based on any of the following reasons, or

c. whom MPS has determined, at anytime prior to the beginning of the school year in which the pupil shall first attend an MPS school under this section and initial acceptance by MPS notwithstanding, should not be accepted for having engaged in any of the following conduct:

(i) Conveying, or causing to be conveyed, any threat or false information concerning an attempt or alleged attempt being made, or to be made, to destroy any school property by means of explosives;

(ii) Engaging in conduct, while at school or while under supervision of a school authority, that endangered the health, safety, or property of others;

(iii) Engaging in conduct, while not at school or while not under the supervision of a school authority, that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board; or

(iv) Possessing a dangerous weapon as defined in s. 939.22(10), Stats., while at school or while under the supervision of a school authority.

~~12~~ 11. An application shall not be accepted from a nonresident pupil with a disability, if any of the following apply:

a. The special education or related services described in the pupil's individualized education program is unavailable in MPS, or there is no space available to provide the special education or related services identified in the pupil's individualized education program, taking into account any class-size limits or pupil-teacher ratios or enrollment projections established by MPS.

b. The nonresident pupil has been referred to his or her resident school board under s 115.777(1), Stats., or has been identified by his or her resident school board under s. 115.77(1m)(a), Stats., but not yet evaluated by an individualized education program team appointed by his or her resident school board under s. 115.78(1), Stats.

~~13~~ 12. If the individualized education program for a pupil that is developed or revised after the pupil begins attending MPS prescribes special education or related services that are not available in MPS, or if there is no space available to provide the special education or related services identified in the child's individualized education program, including any class-size limits, pupil-teacher ratios~~.~~ or enrollment projections established by MPS, MPS shall notify the child's parent and the child's resident school board

that the special education or related service is not available in MPS. After such notice is provided, that child shall be transferred to his or her resident school district.

~~14. So long as MPS is eligible to receive state aid under the Chapter 220 Program of Chapter 121, subchapter VI, Stats., MPS shall not accept applications for transfer into MPS that would increase racial imbalance in MPS, in accordance with MPS Administrative Guidelines. MPS shall review annually the number of applications received and accepted or rejected under this section in the aggregate and by race and ethnicity.~~

~~15. In accepting applications from nonresident pupils, MPS shall give preference to nonresident pupils who are already attending an MPS school and to the siblings of such pupils.~~

~~16. A nonresident pupil who has been attending an MPS school under this section may continue to attend an MPS school in the succeeding school years without reapplying, except that MPS may require all nonresident pupils to reapply, no more than once, when the pupils enter the next level of school (middle school or high school).~~

~~17~~ 13. A nonresident pupil whose application for transfer into MPS is rejected shall have the right to appeal to ~~DPI~~ the Wisconsin Department of Public Instruction as set forth in s. 118.51(9), Stats.

(b) *RESIDENT PUPILS APPLYING FOR TRANSFER INTO A NON-MILWAUKEE PUBLIC SCHOOL DISTRICT*

~~Beginning in the 1998-99 school year, and t~~To the extent consistent with state laws, Board policies, and administrative guidelines, a resident pupil (one who resides in the City of Milwaukee) may apply to attend a public school in a nonresident school district ~~under the following procedures, terms, and conditions:~~ through the full-time state-wide open enrollment programs.

1. Applications may not be submitted to more than three (3) nonresident public school districts.

~~2. So long as MPS is eligible to receive state aid under the Chapter 220 Program of Chapter 121, subchapter VI, Stats., MPS shall not accept applications for transfer out of MPS that would increase racial imbalance of MPS, in accordance with MPS administrative guidelines. MPS shall review annually the number of applications received and accepted or rejected under this section in the aggregate and by race and ethnicity.~~

~~3. The number of resident pupils from MPS transferring into nonresident school districts shall be limited for the 1998-1999 school year to 3% of the MPS membership and to an additional 1% of membership in each of the seven succeeding school years. If applications from resident pupils exceed limits, preference shall be given to pupils already attending public school in the nonresident school district to which they are applying and to their siblings, after which applications shall be accepted on a random basis.~~

~~4~~ 2. A resident pupil with a disability may not attend a nonresident school if the costs of the special education or related services required in the pupil's individualized education program, as proposed to be implemented by the nonresident school district, would impose an undue financial burden on MPS. This determination ~~may~~ must be made ~~at any time before or after~~ by the approval/denial deadline as determined by state law or, for a student already open enrolled, based on a new or revised individualized education program. ~~pupil begins attending school in the nonresident school district.~~

~~5~~ 3. MPS shall not provide transportation for any resident pupil who attends a nonresident public school unless the pupil is a child with a disability and transportation is required in the child's individualized education program or is required under s. 121.54(3), Stats.

~~6~~ 4. ~~On or before the first Friday following the first Monday in April f~~ Following receipt of ~~a copy~~ of an application of a resident pupil applying for transfer into a nonresident district, if MPS denies the pupil's enrollment in the nonresident district under sub. (6)(7) or (12)(b)(1) of s. 118.51, Stats., MPS shall notify the applicant and the nonresident school board, in writing, that the application has been denied and the reason for the denial, which notification must be postmarked on or before the deadline designated by the Wisconsin Department of Public Instruction.

~~7~~ 5. A resident pupil whose application for transfer into a nonresident school district has been rejected shall have the right to appeal to the ~~DPI~~ Wisconsin Department of Public Instruction as set forth in s. 118.51(9), Stats.

~~8~~ 6. Notwithstanding s. 118.125, Stats., upon request by the nonresident school board, MPS shall provide to the nonresident school board to which a resident pupil has applied a copy of any expulsion findings and orders, a copy of records of any pending disciplinary proceeding involving the pupil, and a written explanation of the reasons for the expulsion or pending disciplinary proceeding.

(2) PART-TIME OPEN ENROLLMENT

~~Beginning in the 1998-99 school year, and t~~ To the extent consistent with state laws, Board policies, and MPS administrative guidelines, a resident pupil enrolled in an MPS high school may apply to take up to two courses offered in a nonresident school district, and a nonresident pupil enrolled in a nonresident high school may apply to take up to two courses offered in MPS.

(a) NONRESIDENT PUPILS APPLYING TO TAKE COURSES IN MPS HIGH SCHOOLS

1. All applications from nonresident pupils applying to take courses in MPS high schools shall be submitted to MPS not later than ~~6~~ six weeks prior to the date on which the courses are scheduled to commence. All applications shall specify the course(s) that the pupil wishes to attend and may specify the school(s) the pupil wishes to attend. MPS shall send copies of all applications from nonresident pupils to their respective nonresident school districts.

2. MPS shall notify the applicant and the nonresident school board in writing no later than one week prior to the date on which the course is scheduled to commence whether the application from a nonresident pupil has been accepted or rejected. Acceptance applies only for the following semester, school year, or other session in which a course is offered.

3. If MPS denies an application, it shall include in the notice the reason for rejection.

4. MPS shall accept applications from nonresident pupils based on the availability of space in the courses, including any class-size limits, pupil-teacher ratios, pupils attending MPS for whom tuition is paid under s. 121.78(1), Stats., or enrollment projections established by MPS.

5. MPS shall apply the same policies and criteria for entry into an MPS course as MPS applies to resident pupils, except that preference shall be given in course assignments to resident pupils. If MPS rejects an application under this paragraph, the nonresident pupil's parent may appeal to DPI in accordance with s. 118.52(8), Stats.

6. If there are more applications from nonresident pupils for a particular course than there are spaces available in the course, MPS shall determine which pupils to accept on a random basis.

7. A nonresident pupil taking a course at an MPS high school shall have all of the rights and privileges of resident pupils and is subject to the same rules and regulations as resident pupils.

8. MPS shall not provide transportation to nonresident pupils taking courses in an MPS high school.

(b) RESIDENT PUPILS APPLYING TO TAKE COURSES IN NONRESIDENT HIGH SCHOOLS

1. MPS shall reject a resident pupil's application to take a course in a nonresident high school if MPS determines that the course conflicts with the individualized education program of the resident pupil under s. 115.787(2), Stats., or if MPS determines that the cost of the course would impose upon MPS an undue financial burden under s. 118.52(6)(b), Stats. If an application is rejected for either of these reasons, MPS shall notify the resident pupil and the nonresident school board in writing no later than one week prior to the date on which the course is scheduled to commence that the application has been rejected and the reason for rejection. If MPS prohibits a resident pupil from taking a course in a nonresident high school for either of these reasons, the pupil's parent may appeal the decision to ~~DPI~~ the Wisconsin Department of Public Instruction in accordance with s. 118.52(8), Stats.

2. If MPS ~~rejects a resident pupil's application because of~~ makes a determination that a course in a nonresident high school does not satisfy high school graduation requirements in MPS under s. 118.33 Stats., MPS shall notify the resident pupil in writing of that fact no later than one week prior to the date on which the course is scheduled to commence.

3. MPS shall not provide transportation to resident pupils taking a course in a nonresident high school.

4. Notwithstanding s. 118.125, Stats., upon request by the nonresident school board, MPS shall provide to the nonresident school board to which a resident pupil has applied a copy of any expulsion findings and orders, a copy of records of any pending disciplinary proceeding involving the pupil, a written explanation of the reasons for the expulsion or pending disciplinary proceeding and the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

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Adopted with the roll call vote on the balance of the Committee reports.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: Director Bonds

1. Dr. Michael Burke, President of MATC, has become the new Chair of the MPA Executive Partners.

2. The Milwaukee Area Workforce Investment Board will continue as the fiscal agent for the MPA at this time.

3. The MPA Executive Director, Gerard Randall, has continued meetings with executive partners and other individuals within the partnership, the community, and the state.

4. A meeting took place concerning a possible collaboration between the Milwaukee Public Museum and MPS.

5. The MPA Executive Director gave a presentation to the Metropolitan Milwaukee Area Deans of Higher Education at their meeting on December 16. They expressed their appreciation for the work which the MPA has done and look forward to ongoing work.

6. Meetings between the MPA Executive Director and work-group co-chairs regarding the work and challenges of the work groups have been completed.

7. The MPA Implementation Team met on January 14. Gerard Randall shared some of the currently identified goals and the areas on which the MPA is to focus over the next couple of years, which, in addition to current areas of focus, include science, early childhood education, workforce-development issues, higher-education initiatives, policy issues, and resources. The Implementation Team held some discussion on what was presented and provided some initial feedback.

8. An organizational plan to reflect the new areas of focus for the MPA will be developed. Input is being gathered now.

9. Work to identify possible sources of funding has begun.

10. Some discussion has been held about a possible winter retreat.

11. The YMCA held its annual Dr. Martin Luther King, Jr., breakfast event on January 17. Gerard Randall attended as a guest of the YMCA.

12. The Teacher & Principal Quality Work Group has continued to work on handbook and related materials for the cooperating teachers and placement of student teachers.

13. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

a. January MTL meetings were held on the 6 and 11. Additional information about these meetings will be available at a later date. Information on the content of the December MTL meetings is as follows:

(1) The content session focused on deepening understanding of quantitative reasoning and understanding CCSS Math Practice #3, Constructing Viable Arguments and Reasoning of Others, and included CCSS Math Practice #2, Reason Abstractly and Quantitatively.

(2) The leadership session focused on learning to explain the stages of concern of the Concerns-Based Adoption Model (CBAM) as it applies to equity issues and learning to explore how to use coaching skills to address individual stages of concern to move teachers forward.

(3) The assessment session focused on learning to understand the Five Principles of Productive Talk and planning for discourse in the classroom. It included connections to effective lesson planning and literacy and connecting of discourse to assessment and MAP.

(4) Hot Topics Group Sessions were offered on:

- Discourse — MTLs shared how they have organized classroom norms and practiced math talk with their students.
- High-School Mathematics Summit — Launching high-school math summit experiences. A showcase workshop anticipated for Spring 2011 will provide opportunity for high-school math teachers to share successful initiatives with colleagues. Information was collected for preparation of a profile and directory of MPS high schools, with the goal of providing math leaders and teachers with opportunities to establish networks that can more effectively address a specific school's challenges.
- Developing MKT — MTLs shared strategies and techniques used to develop teachers' mathematical understanding.
- Learning Intentions and Success Criteria — MTLs shared successes and challenges with these initiatives. A recently developed data-collection tool was shared that can aid in monitoring implementation.

(5) TUDA/NAEP networking for identified schools.

(6) Research-based literacy strategies which support mathematics connections with the Comprehensive Literacy Plan are used at each MTL meeting. Strategies used in December included Think Aloud (Content) and Comprehension and Collaboration — Partner Talk (Assessment). MTLs recorded their thoughts on a template that was provided.

b. Alliance Project began on January 11. The course aims to prepare teachers to help children experience geometry as making sense, to reason through and solve mathematical problems, and to come to an understanding of why standard methods and procedures work.

c. Through the MMP, UWM is offering three free one-credit courses in Spring 2011, beginning January 31, for teachers of mathematics in grades K-5, 6-8, and 9-12 and administrators in MPS. These grade-band-specific courses are designed to (1) support the implementation of the Common Core State Standards for Mathematics and (2) create an opportunity for teachers to deepen their understanding of the Standards for Mathematical Practice. All course readings, projects, and assignments will support practical classroom applications and address the following goals:

(1) Develop a process for studying the Common Core State Standards (CCSS).

(2) Deepen understanding of the Standards for Mathematical Practices in CCSS.

(3) Learn how mathematical content is developed in the CCSS.

(4) Connect CCSS to lesson planning and formative assessment principles.

14. NEA Foundation Grant Update:

a. The second professional development day of the school year for NEA Focus Schools was held on January 22 at the Wisconsin Club. Each Focus School was invited to register 10 participants. Approximately 140 were in attendance. Keynote speakers Jerry Benston and David B. Hunt from Critical Measures, LLC, presented on Cross-Cultural Communications and Cultural Approaches Conflict Resolution. Participants in this workshop learned:

(1) why familiar U.S. conflict-resolution approaches, such as that made popular by the Harvard Negotiation Project ("Getting to Yes"), are largely ineffective in resolving cross-cultural conflict;

(2) how differences in conflict styles may contribute to racial disparities in discipline and suspension rates in MPS;

(3) how to work more effectively across races and cultures to effectively manage and resolve conflict; and

(4) what this can look like in an urban classroom.

b. The workshop included:

(1) a review of the inter-conflict style model;

(2) a review and framing of cross-cultural conflict;

(3) tips and tactics to manage cross-cultural conflict effectively;

(4) a video on the intercultural classroom;

(5) implications for addressing racial and ethnic disparities in student discipline and suspension rates;

(6) case studies; and

(7) discussion.

c. The day concluded with time for schools to reflect on what they will do differently and planning for action.

d. The NEA Foundation, in coordination with Christine Anderson and Janie Hatton, hosted eight student performers from NEA Focus Schools Wheatley and Kagel, as well as three of their teachers and the principal of Wheatley in Washington, D.C., January 12–14, 2011. Students performed in the NEA's annual Dr. Martin Luther King, Jr., Celebration on January 13. Two students from Wheatley School presented a chorale reading excerpt from Dr. King's "Letter from Birmingham Jail, April 16, 1963." Six

students in the Kagel Drummers drum and dance corps performed part of the "Pass It On Suite," which emphasized the games and fun activities passed down as gifts to us from our ancestors. The group also engaged in several educational opportunities, including a tour of the U.S. Capitol and a visit to the office of Senator Herb Kohl.

e. Presentation of a session on "Predicting or Preparing Success?: Using the Haberman Protocol to Look at Teacher Preparation for Urban Schools" was given at the Hawaii International Conference on Education held January 4-7, 2011. Presenters included Christine Anderson from the NEA Foundation Grant and Martin Haberman, Hope Longwell-Grice, Linda Post, and Felicia Saffold from UWM.

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(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The ERSEA Manager attended district informational meetings on enrollment on January 4 and 10.

2. ERSEA/FPA staff met on January 5 and 19. The meetings focused on the 2011-2012 Head Start registration.

3. The Head Start Coordinator participated in district-wide assessment committee meetings on January 5 and 19. The meetings focused on district alignment of assessments and report cards.

4. The Head Start Coordinator participated in a district meeting on January 6 to discuss student transitions. The purpose of the meeting was to identify transition activities to be captured in the School Improvement Plans.

5. The Health, Mental Health and Disability Manager participated in a transition meeting at Penfield on January 6. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

6. Management meetings were held on January 6, 13, 20 and 27. The meetings focused on program updates and planning.

7. The Head Start Curriculum Generalist and Education Manager met with a representative from Betty Brinn Museum on January 7. The purpose of the meeting was to work towards updating the Interagency Partnership Agreement between Head Start and Betty Brinn Children's Museum. The meeting also focused on developing plans and strategies for connecting Head Start's eight domains of learning to the Betty Brinn Children's Museum's exhibits. Plans were also made for the Museum to host the March 2011 Policy Council meeting.

8. The Head Start Coordinator and Education Manager participated in a planning meeting on January 11 with a DLM representative, with representatives from Milwaukee Area Technical College and Cardinal Stritch, and with district administration to plan a professional development day that will cover Head Start compliance and DLM curriculum training for Head Start and Bilingual instructional staff.

9. Head Start staff and members of the Office of Specialization and Social Work Services met on January 11 and 18 to discuss practices and procedures for dropping students who receive special services from the Head Start Program.

10. The Head Start Coordinator and ERSEA Manager attended the meeting of the Milwaukee Board of School Directors' Committee on Innovation/School Reform on January 11 to seek approval of the Quality Improvement Plan. The Committee forwarded the Plan to the full Board with a recommendation for approval to be considered at the Board's regular monthly meeting on January 27. The Head Start Coordinator and ERSEA Manager will attend that meeting.

11. The Head Start Coordinator attended a report card subcommittee meeting on January 12 and 26. The purpose of the meeting was to work toward district-wide report card alignment.

12. The Head Start Coordinator, Family Partnership Associates, Health Team and Health, Mental Health and Disabilities Manager conducted the meeting of the Head Start Health Services Advisory/Community Partners Committee on January 14. The meeting was held to review, plan, and discuss with health providers and partners the programs and activities that address critical issues and concerns related to health, mental health, disabilities, and nutrition in Head Start families and children.

13. The Health Team staff met with Diane Flanagan, RDH of Children's Health Alliance of Wisconsin, on January 14 to plan the February parent meetings on oral health.

14. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on January 19. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

15. The Head Start Coordinator participated in a Core Health Services meeting held on January 18. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

16. Head Start teachers and educational assistants participated in cohort trainings on January 19. The training, which focused on how to have an engaging math area, provided participates with a variety of instructional strategies and materials for math for early childhood students. This training was collaborative with HighScope and SAGE programs.

17. The Education Manager, teachers, and educational assistants participated in a cohort teacher orientation on January 19. The orientation provided guidance on the cohort requirements. Participates also toured a high-quality early childhood classroom and reflected on their classroom environments. This orientation was collaborative with HighScope and SAGE programs.

18. The Head Start Coordinator and Managers attended a meeting with Joanna Parker, Early Childhood Education Specialist/Manager-Wisconsin, STG International Incorporated, on January 24. The meeting focused on the Learning from Assessment Tool Kit developed by the Office of Head Start.

19. The Education Manager and the Health, Mental Health and Disabilities Manager attended a Classroom Assessment Scoring System (CLASS) training on January 26, 27, and 28.

20. The next meeting of the Policy Council will held at 10:00 a.m. on Saturday, February 5, 2011, at Central Services in room 206/208.

Parent Involvement

21. Eighteen parents attended the Policy Council's meeting held on Saturday, January 8, 2011, at Central Services. The meeting focused on the approval of the Quality Improvement Plan, federal review findings, procedures and criteria for eligibility, recruitment, selection, enrollment and attendance, service area plans, the end-of-the-year report, and the continuation of the Expansion and COLA/Quality Improvement funds.

22. Parent Center meetings were held at each Head Start site. The purpose of the January meetings was to provide education and information to Head Start parents about positive parenting and stress management.

Services Provided

23. Formal site visits were made to Hopkins, Kagel, Kluge, Maple Tree, Thurston Woods, and Westside

24. Blood tests for anemia and lead poisoning were taken at Keefe on January 25 and at Kagel on January 26.

25. Physical exams were completed at Gwen T. Jackson, Keefe, and Westside on January 26.

26. Give a Kid a Smile Day was held on January 22, 2011. This event provided Head Start children with dental exams and limited follow-up dental treatment.

Enrollment

27. As of January 18, there were 1,039 students enrolled in the Milwaukee Public Schools' Head Start Program for the 2010-2011 school year.

28. As of January 18, there were 51 students enrolled in the Milwaukee Public Schools Head Start Program for the Expansion Program for the 2010-2011 school year.

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(Item 3) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

1. December 2, 2010

   District Advisory Council (DAC) School Delegate Meeting

   The DAC conducted its monthly meeting. The presentation for the December 2010 meeting was on the Comprehensive Literacy Plan (CLP). In attendance were 43 participants, representing 30 schools.

   During December 2009-2010 school year, there were 58 participants present, representing 41 schools.

2. December 9, 2010

   District Advisory Council (DAC) Executive Committee

   The DAC Executive Committee conducted its monthly meeting. The meeting focused on reflections from the December DAC delegates' meeting, devising the January DAC delegate meeting's agenda, committee updates, and the 2011 Region V Parent Professional Development Conference.

   There were seven DAC executive members, one parent, and one MPS staff present.

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President of the Milwaukee Board of School Directors for December 2010 and January 2011

Submitted by President Bonds

During December 2010 and January 2011, the President of the Milwaukee Board of School Directors:

1. met with various members of the Board on MPS issues;
2. met with Dr. Thornton on various MPS issues;
3. met with numerous individuals regarding the future of the MPA;

4. met with other elected officials regarding MPS issues;
5. attended the GE conference on the $20.4 million grant; and
6. attended retreats held by the Milwaukee Board of School Directors and the Superintendent on January 8 and 15.

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The Board adjourned at 8:47 PM.

EUGENE JONES
Assistant Board Clerk/
Assistant Director, Office of Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 3, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 6:37 PM.

Present—Directors Falk, Miller, Spence (6:41 PM), Thompson, Woodward, and President Bonds—6.

Absent and Excused—Directors Blewett, Petersons, and Voeltner—3.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

February 1, 2011

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, February 3, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to consider and to possibly take action on the following item of business:

1. Informational Report with Possible Action on a Request to Work with Milwaukee County to Develop an Intergovernmental Agreement to Share Common Services

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Informational Report with Possible Action on a Request to Work with Milwaukee County to Develop an Intergovernmental Agreement to Share Common Services

This item initiated by the Administration

Administration's Report

1. The Administration has engaged in discussions with the Acting County Executive relative to the possibility of the County and Milwaukee Public Schools sharing common services as a means to realize more cost-effective and efficient operations at this time of economic shortfall for most public entities.

2. Some of the common areas that there have been preliminary discussions on include human resources, early childhood, parks and recreation, facilities, transportation, and mental health services.

3. Should the Board indicate it wishes to pursue this possibility, the Administration will proceed in developing an intergovernmental agreement with the County to share common services. Any such proposed intergovernmental agreement will be brought to the Board for final approval.

Director Thompson moved to authorize the administration to enter into negotiations with the County to develop an intergovernmental agreement or a series of intergovernmental agreements to share common services.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Woodward and President Bonds—6.

Noes—None.

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The Board adjourned at 6:58 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 15, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 8:24 PM.

Present—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

MILWAUKEE BOARD OF SCHOOL DIRECTORS
Milwaukee, Wisconsin

February 14, 2011
R E V I S E D

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 7:30 p.m. on Tuesday, February 15, 2011, (or immediately following the adjournment of the meeting of the Committee on Accountability, Finance, and Personnel scheduled to begin at 6:30 p.m.) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider collective bargaining negotiations strategy with respect to contract negotiations with the Administrators and Supervisors Council (ASC), MTEA (Substitute Teachers), MTEA (Educational Assistants), and MTEA (School Accountants/Bookkeepers); and

2. possibly to take action on the ratification of tentative agreements between the Milwaukee Board of School Directors and Local 950, Operating Engineers; Local 150, Food Service; Local 150 Building Service Helpers; PAMPS; Local 1053, Clericals; Local 1616; MTEA (Substitute Teachers); MTEA (School Accountants/Bookkeepers); and MTEA (Educational Assistants).

In regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

The Board may reconvene in open session to take action on matters considered in executive session and to continue with the remainder of the agenda.

LYNNE A. SOBCZAK
Board Clerk

Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units specified in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board retired to executive session at 8:28 PM.

The Board reconvened in open session at 9:31 PM.

Director Voeltner in the Chair.

Director Bonds moved to approve the administration's recommendation to approve all of the tentative agreements as included in this item.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Miller, Petersons, Spence, Woodward and President pro Tem Voeltner—8.

Noes—Director Thompson—1.

President Bonds resumed the chair.

The Board adjourned at 9:58 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 24, 2011

Regular meeting of the Board of School Directors called to order by President Bonds at 6:33 PM.

Present—Directors Blewett (6:37 PM), Falk, Miller, Petersons, Spence (7:10 PM), Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

GWEN T. JACKSON
COMMUNITY ADVOCATE

Gwen T. Jackson is a name that will be recognized for excellence by many generations to come. Mrs. Jackson is a dedicated and involved citizen with a diversified background, the type of leader our students are proud to emulate. Her involvement in advancing the lives of Milwaukee's children began in the late 1950s, when she was on the Family Life Committee of the Milwaukee Urban League. A predominant issue was providing quality childcare throughout Milwaukee. Thus, the advocacy journey of Gwen Jackson, community volunteer, began.

Mrs. Jackson began her Red Cross career in 1961 as a volunteer in the Service to Military Families Department of the Greater Milwaukee Chapter of the American Red Cross. By 1988 she had risen to one of the highest volunteer positions in the organization — National Chair of Volunteers. Her leadership accomplishments during her four years in the national-level position were nothing shy of extraordinary. While serving as the National Chair of Volunteers, Mrs. Jackson coined the phrase, "Paid staff get a paycheck, and volunteer staff get a payback."

Mrs. Jackson's life-long commitment to civic involvement has earned her numerous awards and well-deserved recognitions. She was honored for her 50 years of volunteer leadership with the establishment of the Gwen T. Jackson Leadership Endowment. Some of her additional accomplishments include the Cynthia Wedel Award, an honor that is presented to a Red Cross volunteer whose outstanding efforts might otherwise go unrecognized. The Gwen T. Jackson Community Service Award was established in 1981 and is presented annually to the United Way volunteer who best exemplifies a spirit of volunteerism and dedication to one's community.

Mrs. Jackson has been dedicated to the YWCA since 1979 where she has served on the Board of Directors and as a member of the Circle of Women. In 1995, the YWCA named the Gwen T. Jackson Senior Building after her.

Throughout the next decades, she participated in a variety of committees designed to improve public policy around early childhood education issues. This included a vice-chair to examine a voucher system of payment for childcare services. She was then appointed chairperson of the Child Care Advisory Committee, designed to bring a community voice to the implementation of the new and expanded payment system. She continued as chair through the late 1990s.

Beginning in 2000, Gwen was asked to lead the formation of the Early Childhood Council of Milwaukee to bring together decision makers and their resources to improve Milwaukee-area early childhood services. As chair, she felt her job was to make sure that there was "a group of people working together for the betterment of the children of our community." During this journey, she was appointed to the State Child Care Council and received the Milwaukee Links Edith Finlayson award.

In 2009, the Milwaukee Board of School Directors voted to approve naming the former Twenty-first Street School after Mrs. Jackson. This is another testament to her work on behalf of children.

The Milwaukee Board of School Directors and the entire school community recognize **Gwen T. Jackson** for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Winners of the We Energies 2009 Dr. Martin Luther King, Jr., Speech Contest

The finals of the 2010 Dr. Martin Luther King, Jr., Speech Contest sponsored by We Energies were held on Saturday, December 11, 2010. MPS students earned first place in three grade-level categories and placed second or third in all but one of the grade-level groups. This is a tribute to the diligent work of our students and to the support of many educators, family, and community volunteers.

Congratulations to the We Energies 2010 Dr. Martin Luther King, Jr., Speech Contest winners:

Grades K-2	1st place.....Dorian Jones (Eastbrook Academy)
	2nd Place.....Leah Purifoy (Elm Creative Arts School)
	3rd Place.....Devondree Everett (Westside Academy)
Grades 3-4	1st Place .....Madison Eggert (Eastbrook Academy)
	2nd Place.....Maia Thompson (Golda Meir School)
	3rd Place.....Gwen Wilks (Elm Creative Arts School)
Grades 5-6	1st Place .....Kellen Sharp (Garland School)
	2nd Place.....Amari Collins (Elm Creative Arts School)
	3rd Place.....Stepheny Hunter (Cass Street School)
Grades 7-8	1st Place .....Ngozi Musa (Eastbrook Academy)
	2nd Place.....Chloe Wallschlaeger (Burdick School)
	3rd Place.....Jamece Jones (Story School)
Grades 9-10	1st Place .....Ishtar Njaaga (Milwaukee High School of the Arts)
	2nd Place.....Helen Fetaw (Morse•Marshall Middle/High School)
	3rd Place.....Rachel Douglas (Eastbrook Academy)
Grades 11-12	1st Place .....Miguel Rivera (Kilmer North)
	2nd Place.....Sebastian Daniel Fuentes (Milwaukee Marquette)
	3rd Place.....Shaunna Baumhardt (Eastbrook Academy)

The first-place winners presented their speeches at the Dr. Martin Luther King, Jr., Day community celebration on Sunday, January 16, 2011, at the Marcus Center for the Performing Arts.

Other Awards and Commendations

STUDENTS

Alysia Leach, a student at U.S. Grant School, was honored by the City of Milwaukee and the Milwaukee Fire Department for heroism. Earlier this year, Alysia smelled smoke coming from a clothes dryer and alerted her six siblings to leave their home. She said she learned what to do in a fire emergency during a school visit to the Survive Alive House (SAH).

The Survive Alive House is a cooperative effort between the Milwaukee Fire Department and Milwaukee Recreation. Children in second and fifth grades learn fire safety and fire-exit skills. The children are given a hands-on, practical experience from a simulated burning building. Over 250,000 children have experienced the fire safety program since its inception in 1992. As a result, Milwaukee's fire-related fatalities among school-aged children have decreased dramatically.

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Dezerea Bryant, one of Bradley Tech's star student-athletes, has been offered a four-year scholarship to Clemson University. She signed her Letter of Intent on Tuesday, February 8, in the Commons of Bradley Tech High School.

In June 2010, Bryant broke the Wisconsin record in the 100 meters (11.50) and 200 meters (23.37) at the WIAA State meet. Later, at the U.S. Junior Nationals in Des Moines, Iowa, she finished third in the 200 meters in 23.73 seconds and fifth in the 100 meters in 11.66 seconds, while competing against mostly college runners.

In July 2010 at the 400-meter relay of the International Association of Athletics Federations (IAAF) World Junior Championships, she ran the third leg of the 400 meters relay, which earned a gold medal in Moncton, New Brunswick, with a time of 43.44 seconds. It was the fifth-fastest time ever by a junior squad.

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The Milwaukee Youth Council chose its leadership during its regular meeting on Wednesday, February 9, in the Common Council Chamber at City Hall. The MYC currently has 13 members, with 11 of those being students in Milwaukee Public Schools. Two aldermanic district MYC positions are vacant.

Youth Council members elected Zachary Komes as president. Zachary, who represents the 10th Aldermanic District, is in the 11th grade at Rufus King High School, where he is co-captain of the debate team and the co-chair of the Amnesty International chapter. He has said poverty, crime, and education in Milwaukee are his chief concerns.

The Council selected Kayla Schmeling, an 11th-grade student at Milwaukee School of Languages, as vice president. Kayla, who represents the 11th Aldermanic District, has said she hopes to "increase young people's knowledge and involvement in the electoral process." Kayla is a member of the National Honor Society, fluent in multiple languages, plays the piano, and is a performer with the Milwaukee Ballet.

The Milwaukee Youth Council is a well-respected youth leadership body aimed at students aged 14 to 18 who are interested in government and in making a difference in the Milwaukee community.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 13 and January 27, 2011, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on the Extension of Recent Negotiated Changes in the District's Health Benefits to Exempt Clerical Staff

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On February 15, 2011, the Milwaukee Board of School Directors approved the contract between the Board and Local 1053 (clerical) that includes a change in the third-party administrator for the MPS PPO/Indemnity Health Plan, with an effective date no sooner than April 1, 2011, in addition to other health benefit changes, wage increases, and a modification to the pension plan.

It is the recommendation of the Superintendent that the Board extend the same wage and benefit changes to all exempt Local 1053 personnel.

Sincerely,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

In accordance with notice previously given, Director Voeltner moved to waive Board Rule 1.09(2) and accept public testimony on this item.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

Upon conclusion of public testimony, Director Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

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(Item B) Action on a Request for Position Authority for GE Grant Administrator and Teacher Leader MPS GE Grant, Two Positions Associated with the GE Foundation's Recent Grant to MPS

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Due to the GE Foundation's recent award of its Developing Futures grant in the amount of $2.4 million to the Milwaukee Public Schools, it is necessary to request position authority from the Milwaukee Board of

School Directors for two positions that are associated with implementation of the grant over a five-year period. Because the Administration must post the two positions, it is necessary that the Board grant position authority prior to moving forward with that process.

The two positions are GE Grant Administrator — Administrator on Special Assignment and Teacher Leader MPS GE Grant.

The GE Grant Administrator — Administrator on Special Assignment will:

1. provide leadership in the development and coordination of the GE Foundation's Developing Futures™ in Education grant and will work collaboratively and professionally to initiate, implement, and sustain the work of the grant;

2. serve as a liaison among Central Administration and the GE Foundation to facilitate work toward building a collaborative culture;

3. work to enhance collaboration between and among teachers and administrators to achieve program goals;

4. work as a partner with the MPS Teacher Leader, GE Program Manager, and all other program partners on all aspects of the GE Foundation's Developing Futures™ in Education Grant and will ensure active participation of administrators and other teachers throughout the process;

5. work to develop a cohesive plan that will link the six components of the grant together, with a particular emphasis on curriculum alignment, professional development, and building a professional learning culture; and

6. share best practices across the school district and with other GE Foundation Developing Futures™ in Education sites.

The Teacher Leader MPS GE Grant will:

1. maintain timely, accurate, complete, and compliant records, reports, requests, and communications for the GE Foundation's Developing Futures™ Grant;

2. serve as a teacher liaison among MTEA, MPS, GE, and the GE Foundation;

3. build connections with national organizations and other districts in the GE Foundation's Developing Futures™ in Education Program;

4. work with district leaders on math and science curriculum and professional development initiatives. Such work will include

   - program reviews;
   - alignment of math and science curriculum to standards;
   - development of common assessments;
   - analysis and selection of curriculum-resources materials;
   - development of curricular maps;
   - development of units of instruction and model lessons that are mapped to academic content standards;
   - the strengthening of interdisciplinary connections to math and science; and
   - other activities related to achieving the goals of the project;

5. develop a communications plan to keep school staff informed and involved in grant activities;

6. act as a liaison between all stakeholders in the program, including GE, GE Foundation, MPS, and MTEA, and provide leadership to associated committees; and

7. in collaboration with the MPS GE Grant Administrator, oversee the planning and implementation of the six components of the Developing Futures™ in Education Program.

The Administration respectfully requests that the Board approve the request for position authority for two positions associated with the GE Grant, the GE Grant Administrator — Administrator on Special Assignment and Teacher Leader MPS GE Grant, to reside in the Office of the Chief Academic Officer, to be effective upon approval by the Milwaukee Board of School Directors. Upon approval by the Board, the Administration will post the positions.

Sincerely,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 45 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Petersons moved to accept the reports of the Independent Hearing Officers and Independent Hearing Panel of January 26, 27, 28, and 31, 2011, and February 1, 4, 7, 8, 9, 10, 11, 14, 15, 16, 17, and 18, 2011.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a request to waive two portions of Administrative Policy 9.12, Charter Schools, and on a Non-Instrumentality Charter School Contract with Business and Economics Academy of Milwaukee, Inc. (BEAM);

Innovation/School Reform Committee, Item 5, a resolution to review of the status of city-wide and neighborhood specialty schools;

Accountability, Finance and Personnel Committee, Item 3, a request for position authority for the administrative-level position of Educational Resources Coordinator;

Accountability, Finance and Personnel Committee, Item 4, recommended administrative appointments and promotions; and

Accountability, Finance and Personnel Committee, Item 6, proposed professional services contracts, including a waiver of Administrative Policy 3.09(5)(a).

On the motion of Director Blewett, the balance of the Reports of the Standing Committees was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report and Possible Action on District Parental Involvement Activities for January 2011

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

Note: This report reflects attendance as of January 29, 2011.

1. January 6, 2011

District Advisory Council (DAC) School Delegate Meeting

The DAC conducted its monthly meeting.

The presentation for the January 2011 meeting was on school budgets and funding. Thirty-nine school delegate representatives were present and eleven non-school delegates, a total of thirty-nine schools were represented.

During January 2009-2010 school year, the meeting was cancelled due to inclement weather.

2. January 6, 2011

Region Parent Meetings

The Region Parent meetings are conducted to support the schools' Action Team for Partnership work. The Region Parent meetings are held each month prior to the DAC meeting. Participants discuss successes and challenges related to the four goals in their schools' Action Plan. Staff and parents attend the Region Parent meetings. Response to Intervention (RtI) updates are also provided during the Region Parent Meetings. During the January meeting, parents provided feedback on the RtI newsletter that will be provided to parents.

There were 47 present for the eight regions.

3. January 8, 2011

Head Start Policy Council

The Head Start Policy Council held its monthly meeting.

The meeting focused on the approval of the Quality Improvement Plan, federal review findings, procedures and criteria for eligibility, recruitment, selection, enrollment and attendance, service area plans, End of the Year Report and the continuation of the Expansion and COLA/Quality Improvement funds.

There were 18 parents in attendance for the meeting.

During the month of January, there were parent meetings at each site. The topic for the January meeting at each site was Positive Parenting and Stress Management.

There were 227 parents present for the parent meetings.

4. January 11, 2011

School Parent Coordinators' Meeting

The district provides support to the parent coordinators by conducting meetings on information and resources that help support parents. The January meeting focused on financial stability. Parents Plus provided the presentation "Getting Ahead in a Just Getting by World."

There were 30 participants present representing 27 schools, Central Services, and community organizations.

5. January 12, 2011

Parent Coffee with Dr. Thornton

Dr. Thornton continues to reach out to parents to hear first-hand about their experiences as MPS parents. Maryland Avenue Montessori parents hosted the "Parent Coffee with the Superintendent."

There were 9 parents present at the Parent Coffee and 3 MPS staff.

6. January 13, 2011

District Advisory Council (DAC) Executive Committee

The meeting focused on reflections from the January DAC delegates' meeting, devising the February DAC delegate meeting agenda, and providing updates on the Region V Parent Professional Development Conference

There were 7 DAC executive members and three MPS staff present.

7. January 19, 2011

Parent-Teacher Association (PTA) Meeting with Dr. Thornton

Representatives and friends of the PTA met with Dr. Thornton to discuss the MPS budget.

There were 9 PTA representatives and 3 MPS staff present.

8. January 19, 2011

Families First: District Parent Professional Development

On the third Wednesday of the month, the district offers workshops/information sessions for parents. During the month of January, parents received information on transitioning at crucial points such as pre-school to kindergarten, middle school to high school and high school to post-secondary options.

There were 17 participants representing 14 schools.

During January 2009-2010 school year, a total of 34 participants representing 23 schools were present.

9. January 20, 2011

Parent-Teacher Association (PTA)

The Health, Wellness and Safety committee met and discussed violence, nutrition, nurses and rules and regulations that affect the distribution of medicine.

There were 10 participants in attendance.

10. January 22, 2011

Head Start: Give Kids a Smile Day

During the Give Kids a Smile Day at Marquette University School of Dentistry 40 Head Start families were provided services. Families that require additional services have already scheduled appointments for February 4, 2011, with Marquette University School of Dentistry for follow up services.

11. January 29, 2011

I Am an Informed Parent!

Safe Schools/Healthy Students held a session for parents. The session focused on the latest trends in drug use. The session provided information on what signs to look for, how to talk to children about the harmful effects of drugs, how drugs affect learning and the legal consequences of drug use.

There were 32 participants in attendance.

District Parent Resource Centers

MPS has two District Parent Resource Centers. One center is located inside the Phillis Wheatley Elementary School, and the other center is located inside Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

1. District Parent Resource Center: Phillis Wheatley

   a. **Technology Classes**. Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, Suite, and the Mavis Beacon typing program. They are encouraged to utilize the computer lab for MPS resources such as using the Parent Assistant, the District Events Calendar, viewing school websites, communicating with their child's school staff, and any other available resources.

   A total of 15 parents visited the center during the month of January for the technology classes.

   b. Make-It, Take-It Labs. Parents are encouraged to utilize the center as a support system for learning at home. Parents can come to the center to make games and activities, and to get resources to use with their children at home to enhance math and literacy skills.

   There were no parents for the Make-It, Take-It Labs.

   c. **Mind Lab.** The Mind Lab sessions use board games and other techniques to make connections to real life situations. This session is used to reinforce critical thinking, problem solving and social skills.

   There were no participants for the Mind Lab this month.

   d. **Science Lab**. This session provides the opportunity for parents to create fun and educational projects that can be done at home.

   There were no parents for the Science Lab this month.

   e. **Nurturing Family Class**

   This class is for parents to explore creative ways to nurture, support and encourage positive behaviors using the Nurturing curriculum.

   There were 2 families that attended the class this month.

   f. **Nurturing Fathers Class**

   This class is designed to support fathers in unlocking doors to their child's potential by developing nurturing attitudes and skills.

   There were no fathers that attended the class this month.

2. District Parent Resource Center: Walker Multiplex

   a. **English as a Second Language**. Parents are provided the opportunity to participate in ESL classes at many different levels. The center offers classes Monday, Wednesday and Friday during the day. There were 41 parents for the Monday, Wednesday and Friday classes.

   b. **Technology**. Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word and the Mavis Beacon typing program. Parents are also encouraged to utilize the lab for MPS and community resources. There were 12 parents that utilized the center for technology this month.

   c. **Zumba/Math** The center recognizes the need to provide information to parents on healthy habits. Every other week parents have the opportunity to participate in Zumba to

reinforce healthy life habits. On the alternate week parents engage in hands-on math experiences that reinforce learning at home. Seven parents attended the classes during the month.

d. **Evening/Weekend ESL Classes**. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. There were 59 parents for the evening and Saturday classes.

Community-Based Parent Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parent involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP)

During the month of December, 7,851 participants (3,309 families) took part in HIP sponsored events. These events included Family Gathering Nights, BOBs (Big On Books), Holiday Programs, and other HIP events. Parent Involvement Coordinators handed out 59,686 flyers in an effort to communicate the importance of parental involvement and to promote these events.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY).

During the month of December, the HIPPY program conducted 512 home visits to 272 families. The HIPPY program held its monthly family gathering night. There were 363 participants present representing 87 families.

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(Item 2) Informational Report and Possible Action on Parent Dispute Resolution System (PDRS) Data

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Special Education Oversight Action Plan (SOAP) has three essential components. One of the components is to provide parents with information and a parent friendly system to encourage early resolution of parent concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school related topics.

2. The following information provides an overview of parent dispute options in parent friendly language.

HOW TO RESOLVE SPECIAL EDUCATION COMPLAINTS AND DISAGREEMENTS WITH YOUR SCHOOL

Milwaukee Public Schools wants to help parents and families find solutions when there is a problem or disagreement about special education. We call this process "*Dispute Resolution*". By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS personnel working on your complaint are required to keep the information confidential. A brochure explaining this process is available from your child's school or from the Parent Information Center.

Step	Action	Outcome
1. Where Should I Start My Complaint?	Contact the school principal. You may make a verbal or written complaint. The school will log the complaint and give you a copy for your records.	An attempt will be made to resolve the complaint within five days. If the principal cannot resolve the complaint within five days, a request for assistance will be made to the Special Education Leadership Liaison.

Step	Action	Outcome
2. What If I Am Not Comfortable Taking My Complaint To The School?	You can always visit or call the Parent Information Center at 475-8467 or visit the Parent Information Center at MPS Central Services, Room 135, and 5225 West Viet Street. Staff will talk with you about your complaint. They will give it to either your Principal or to some other school person who can help with the problem.	The Parent Information Center will help you write down your complaint. They will also write down how the problem was fixed. If your problem is given to someone else the Parent Information Center will write down who it was given to and how to contact them. If you give your complaint to the Parent Information Center, they have 24 hours (or one school day) to give it to the right person to start to solve the problem.
3. What Will The Special Education Leadership Liaison Do?	The Special Education Leadership Liaison (SELL) has no more than five school days to either solve the problem or explain to you why the complaint is without merit or basis.	You will be informed about the resolution of the problem or why there appears to be no basis to your complaint. You will receive a written determination, if there seems to be no basis.
4. What Other Resources Are Available To Help Me Resolve My Dispute?	Parent Information Center 475-8467	Staff from this office will be available to help you follow-up on your complaint. Assistance is also available from this office to help you prepare for and attend IEP team meetings.
5. What If I Am Not Satisfied with the Resolution of My Complaint by the School or by the Special Education Leadership Liaison?	You can contact the Special Education Ombudsman: Lynne Sobczak Call 475-8284.	The Special Education Ombudsman has been authorized by the board to have all necessary authority to ensure that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission
6.What Are My Other Options?	This new process for special education is in addition to all the other options you have as a parent. Your IEP team can advise you about all of the following procedural safeguard options. You will have access to the following options:	
	Advocate	The opportunity to receive the assistance of an Advocate to help you understand your rights and to help you express your point of view. A list of current advocacy resources is available from your child's school.

Step	Action	Outcome
	Facilitated IEP	The right to use the Wisconsin Special Education Mediation System for facilitated IEPS. WSEMS offers a neutral, trained professional from the roster of mediators to facilitate IEP team meetings. The facilitator helps IEP team participants maintain open and effective communication, keeps team members on task, and facilitates the resolution of conflicts that arise in the development of the IEP. Either the parent or the school district may request IEP facilitation by contacting WSEMS; but both parties must agree to the facilitation, and either party may withdraw their agreement. Contact WSEMS at
	Administrative Review	Review, facilitated by Equitable Educational Opportunities Liaison, of IEP team document by Special Education Leadership Liaison, Special Services Supervisor. Purpose of the review is to determine what if any additional information should be collected by team to resolve parental dispute.
	IDEA Complaint	The right to file an official IDEA complaint with the Wisconsin Department of Public Instruction. An IDEA complaint must be in writing and sent to: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563
	Mediation	The right to use the Wisconsin Special Education Mediation System. Mediation is a voluntary process that allows parents and the school to informally work out differences that they have about a child's special education needs with the help of a neutral third person, a mediator. Call (414) 288-1425
	Independent Educational Evaluation	The right to get a second opinion if you don't agree with the evaluation conducted by your child's school. To learn more about how to request this, talk to your child's IEP team
	Resolution Session	When the parent or the district requests a due process hearing, the law requires that the district and the parents sit down and discuss the basis of the due process request before the hearing. This is an opportunity to review the facts and determine if a more timely resolution can be sought.

Step	Action	Outcome
	Due Process Hearing Request	The right to use a legal process to have a hearing officer evaluate the situation. You can find out about filing due process by calling one of the advocacy groups listed on a brochure available from your school or calling or writing to DPI at: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

3. The following information provides a school year-to-date report of the Parent Dispute Resolution (PDRS) data. Attachment # 1 provides additional current PDRS data.

Parent Dispute Resolution System Data — 2010-2011 Academic Year				
Month	Total complaints — All Students	Average Time to Close	Monthly Change	% Special Ed
December	64	12.9		
January	95	12.4	-.5	62.1
February	132	13.8	+1.4	62.1

Most Often Occurring Issues Related to Special Education

Appeal 27%
Personnel 21%
IEP 20%
Safety 11%
Assault 6%

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(Item 3) Informational Report and Possible Action on Services to Students With Disabilities In the Least Restrictive Environment (LRE)

Your Committee reports having received the following informational report from the Administration.

Administration's report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Best practices and research strongly support education in the least restrictive environment with access to the general curriculum because they contribute high expectations and achievement outcomes for students with disabilities.

2. The strong preference in the law is that the child be educated using the general education curriculum in the regular education classroom. The Milwaukee Public Schools is committed to ensuring that all students receive high-quality educational services and that students with disabilities receive as many services as are appropriate in classrooms and other educational environments with their non- disabled peers.

LRE for Higher Outcomes

3. As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the *least* restrictive environment. The plan includes implementation of an LRE Demonstration Schools Project, to be implemented during Spring 2011, as well as a larger district-wide plan for professional development and support for all MPS schools, to be fully implemented during the 2011-12 school year. The overall goals of the plan are to:

a. identify, develop and implement a variety of LRE models (research-based) within the following 16 identified LRE Demonstration MPS schools (representing a variety of levels and types of schools):

South Division	Craig
Lad Lake Synergy	Grant
Spotted Eagle	Hartford Avenue
Kilmer	Humboldt Park
Audubon	Keefe Avenue
Northwest Academy	Ninety Fifth
Allen Field	Thirty Fifth
Cooper	Vincent HS

b. increase by 50% at each demonstration school, the percentage of students removed from their non-disabled peers less than 21% of the time by June 2010;

c. document descriptions of building-wide LRE best practices for district-wide dissemination, including identification or creation of a video record of model LRE classrooms and model LRE schools;

d. strengthen the bond among general and special education teachers and support personnel through implementation of professional development in key strategies for successful LRE-differentiated instruction, co-teaching, and effective planning;

e. provide professional development to support the link between the Comprehensive Literacy Plan and LRE decision making to increase access to the general literacy curriculum and literacy best practices in the general education classroom for students with disabilities and to replicate this model in all curricular areas;

f. identify system-wide and school-based barriers to LRE and to implement solutions;

g. improve the use of LRE data, along with academic outcomes data, as tools to assist in making individualized IEP decisions that will lead to higher academic outcomes;

h. disseminate district-wide video recordings, sample planning and implementation materials, co-teaching resources, documents, and relevant publications of exemplar teaching and co-teaching practices;

i. develop school-based LRE targets for all MPS schools, to be included in the School Improvement Plans for the 2011-12 school year; and

j. develop oversight strategies for all schools, including school and classroom "look-fors," data reports, and data-analysis strategies for both building- and district-level administrators and supervisors to ensure the implementation of the IEP-LRE-required services and to monitor gains in achievement.

4. Demonstration schools have identified LRE teams to lead school–wide LRE change activities and have completed needs assessments to determine the needs of individual schools for change in culture and targeted professional development activities. Staff members from demonstration schools are

identifying students who to be considered for accessing more special education services with non-disabled peers. IEP team meetings are being held for identified students to review and revise, if appropriate, LRE opportunities. Initial and annual IEP team activities are also targeting discussions relative to LRE considerations for all students within the school. School-wide professional development is targeting the use of the IEP at-a-glance document to ensure that all teachers (general education, special education, and school support staff) are aware of students' needs, required services, and supports to ensure success in every educational environment that each child with a disability accesses within the school.

LRE Data

5. IDEA-2004 identified 20 indicators of performance that would help steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. The State target data for this indicator, which were developed with input from a state-wide stakeholder group, provide each district with a target in each of the following identified categories:

Indicator #5A..... Students removed from non-disabled peers less than 21% (of school time)

Indicator #5B..... Students removed greater than 60% from non-disabled peers

Indicator # 5C..... Students enrolled in separate schools, residential facilities, or homebound/hospital placements

6. The following data provide a district-wide snapshot of LRE data-relative services in discrete categories (defined by DPI and IDEA) and a comparison with the State target. This information will be used to set targets of improvement for the district and for all individual schools during the 20011-12 School Improvement Planning (SIP) Process.

IDEA-LRE Indicator #5 Data	5A — Less than 21%	5B — Greater than 60%	5C — Other Environments
State — Target	54.74%	11.2%	1.25%
MPS December 2010	24.75%	18.91%	1.68%
MPS January 2011	25.27%	18.38%	1.89%
MPS February 2011	25.38%	18.21%	1.98%

7. An important outcome for students with disabilities is the annual development of IEPs (or more frequently as needed), which includes a review of the required special education services and related services. The IEP team carefully considers if special education services and supports are to be increased or decreased. One important outcome for some students is that, when the IEP team determines that student no longer requires special education services, that student becomes fully supported in general education. During the period of July 1, 2010, through February 1, 2011, a total of 333 special education students were identified as no longer requiring special education or related services.

8. The Department of Specialized Services will continue to provide periodic reports regarding the plan of support for the implementation of special education program services in the least restrictive environment (LRE), along with an analysis of the LRE link to improved student outcomes.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Report and Possible Action on the District Corrective Action Plan

Your Committee reports having received the following informational report from the Administration.

Administration's Report

The following District Identified for Improvement (DIFI) Quarterly Report provides an update on progress toward meeting the Corrective Action Requirements for Milwaukee Public Schools as a District Identified for Improvement — Level 5.

1. Corrective Action Requirements

   a. The Department of Public Instruction (DPI) presented the Corrective Action Requirements (CAR) to MPS on August 23, 2010. Corrective action requirements result from MPS's having been identification as a District in Need of Improvement, Level 5. The three overriding goals of the CAR are:

      (1) to ensure highly qualified teachers and leaders in every school;

      (2) to improve student performance; and

      (3) to ensure accountability at the district, school, and student levels.

   b. The six sections of the CAR are:

      1) Ensuring Highly Qualified Teachers in Every Classroom

      2) Ensuring the Equitable Distribution of Teachers and Principals

      3) Ensuring High-Quality Mentoring and Supports for All Educators

      4) Implementing a Successful Response to Intervention System

      5) Implementing a Successful Positive Behavior Interventions and Supports System

      6) Ensuring Accountability at the District, School, and Student Levels.

   c. DPI requires that evidence be presented quarterly.

   d. All evidence for quarter two was submitted to DPI on December 17, 2010.

2. School Improvement Grant Update for Metro Region Schools

   a. School Improvement Grant (SIG) funds support reform efforts in the nine Metro Region high schools and 35 Tier III schools.

   b. At Vincent, Pulaski, and James Madison Academic Campus, Project GRAD has established three College Access Centers. The Project GRAD College Access Coordinators have worked with nearly 400 students in January, bringing in guest speakers, conducting college tours, and assisting students with college applications. Staff at these three schools have received workshops on "Managing Cooperative Learning Groups," "Facilitation Skills," "The Lesson Cycle," and "Individualizing Instruction."

   c. Cambium Learning/NAEP has conducted comprehensive instructional reviews at Bay View and Bradley Tech high schools in collaboration with district and Metro Region personnel. This instructional review process led to the development of school-wide action plans based on trends and findings aligned to each School Improvement Plan and School Improvement Grant. As a result of the instructional review, the professional development calendar was revised and realigned to focus on school-wide literacy, mathematics, science instruction, classroom environment, and learner engagement. The process by which Special Education meetings (IEP meetings) are scheduled, facilitated, and monitored was refined and streamlined to decrease the impact of these meetings on instructional time

d. At South Division, John Hopkins Talent Development supported report card conferences held with 9th-grade students on December 15. Teachers and administrators moved all 9th-grade classrooms to the 3rd floor on January 21, 2011. This created a physical space for the 9th-grade academy. South Division continues to see improvements in average daily attendance, particularly in 9th grade. It is hypothesized that 9th-grade teacher team meetings and City Year support has contributed to higher rates of freshmen attendance.

e. The providers supporting the Metro Region through the SIG grant are collaborating to provide summer school opportunities for high-school students. Project GRAD, NAEP/Cambium, and Talent Development are working in concert with MPS to develop a plan that will maximize the MPS summer school initiative in the areas of credit recovery and freshmen summer school.

f. Two of the Metro Region schools are using the Restart Model.

(1) Milwaukee African American Immersion School, within the North Division Campus, has started the student-recruitment process. The North Division evaluation committee hosted vendor presentations on December 18, 2010.

(2) Milwaukee Campus for Technology, Trades and Technology has started the student-recruitment process, incorporating both the School of Career and Technical Education and the School of Media and Communications. Service providers have submitted charter proposals for the School of Media which are currently undergoing an administrator review process. It anticipated that the service providers and related charter contracts will be finalized by early spring so that providers will have opportunity to participate in student-recruitment efforts as final planning for the two new schools is underway.

3. School Improvement Grant update for Tier III schools

a. READ 180 is currently serving over 1,700 students in 32 different sites across the district under the direction of 45 teachers. Students receive this 90-minute intervention in grades 4-10. Teachers received two full days of initial orientation and professional development during this past summer.

(1) During the school year, teachers receive monthly professional development. Monthly professional development days have included topics such as the First Three Weeks, Orientation for teachers new to READ 180, 21st Century Assessment Theory, Common Core State Standards (CCSS), A Focus on Writing Instruction, Core Standards and Building Rubrics, and Analysis of eSIS data. The CCSS have been incorporated into every month's professional development, along with standards-based grading.

(2) The Fall and mid-year Scholastic Reading Inventory assessments have been conducted, with students having made gains ranging from 10 to 166 lexile points, with an average gain of 69 lexiles. A yearly gain of 50 lexile points is expected of students receiving READ 180 intervention.

b. The Texas Instruments Math professional development and intervention is supported at Lincoln Center of the Arts; Martin Luther King, Jr.; and Washington High School of Information Technology. Texas Instruments Math is integrated in regular math instruction. Texas Instruments provides continued support and training to each teacher through monthly scheduled visits with the school staff, along with pull-out professional developments scheduled three times through the school year.

c. MPS teachers in Tier III schools have received over 1,000 hours of professional development in ClasStat, a data-analysis process that allows teachers to link data from the universal screener, most typically the Measures of Academic Progress (MAP), with instructional decision-making operation or management of charter schools.

* * * * *

(Item 2) Informational Report and Possible Action on SES-Supplemental Educational Services

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Supplemental Educational Services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. As identified in the federal ESEA/No Child Left Behind Act of 2001, supplemental educational services must be provided outside of the regular school day and be high-quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in schools that have been designated as Schools Identified for Improvement (SIFI) and that have not made Adequate Yearly Progress (AYP) for three or more years — schools that are Level II or above — have the option of accessing supplemental educational services for their children.

2. Nineteen (19) SES tutoring companies are working with the 24 Milwaukee Public Schools identified as SIFI. The SES tutoring company Educational Support Systems declined the offer to provide service. Education Support System, however, has indicated it is interested in providing services in 2012.

3. The SES Fall enrollment window opened September 20, 2010, and November 10, 2010, marked the end of the Fall enrollment window for Supplemental Educational Services tutoring programs. Through the hard work and diligent efforts of the eligible school communities, providers, and the SES Office staff, 2,275 students are registered with tutoring providers.

4. Tutoring services have begun in many of the 24 eligible schools. Sixty-six (66%) of the students have attended tutoring at least one time, as of January 2011.

2009-10 SES Summary Report

Provider Name	Youth Enrolled	Youth Attending
A Better Grade	260	260
Academic Solutions of Milwaukee	208	171
Brain Hurricane	571	440
Cardinal Stritch University Reading Center	41	41
Club Z! In Home Tutoring Services	54	28
Educate Online	263	158
Learning Exchange	376	181
Mainstream Development Educational Group	949	759
Motivating Minds	378	306
PMG Educational Services, Inc.	348	257
Sparkplug Education Program-Tutoring	498	434
Step Ahead Tutors	591	493
Tools of Empowerment Educational Services	2,016	1,546
Totals	6,553	5,074

Forty-seven (47) schools participated in SES in 2009-10.

2010-11 SES Summary Report (Fall — as of 1/18/11)

Provider Name	Youth Enrolled	Youth Attending
A Better Grade	64	38
Academic Solutions of Milwaukee	38	17
Achieve Success	10	7
Brain Hurricane	67	63
Cardinal Stritch University Reading Center	29	21
Club Z! In Home Tutoring Services	154	19
Educate Online	33	16
Education Matters	82	77
Education Support Systems, Inc.	0	0

2010-11 SES Summary Report (Fall — as of 1/18/11)

Provider Name	Youth Enrolled	Youth Attending
Hidden Knowledge	119	96
Ivy League Tutor, Inc.	18	0
Learning Exchange	58	14
Mainstream Development Educational Group	379	291
Motivating Minds	131	107
PMG Educational Services, Inc.	86	47
Sparkplug Education Program-Tutoring	161	71
Step Ahead Tutors	363	274
The Ivy Tutor, Inc.	27	23
Tools of Empowerment Educational Services	438	328
Wisconsin Institute of Learning Disabilities/Dyslexia	11	9
Totals	2,268	1,518

Twenty-four (24) schools participated in SES in 2010-11.

5. MPS is continuing an aggressive public relations campaign through radio spots and television commercials to inform the district and community about the free tutoring services available. Advertisements are broadcast in English and Spanish. The Spring enrollment window began on January 17 and will continue through February 16.

6. By law, parents have the ability to direct resources, up to $2,500.54 per student, to any one of the selected entities to access services for their children. Final dollar adjustments in the dollar recourses were made by the Department of Public Instruction in August. An additional $159.98 dollars was applied to the service amount. The previous DPI total was $2,340.52. The local school district does not have the option either of approving supplemental service providers or of directing students to use any of the approved providers. The district must allocate funding at the behest of parents of students who are eligible for the service.

7. Federal law mandates that school districts set aside an amount equal to at least 20% of their allocations for supplemental educational services and school-transfer-related transportation. (MPS has a waiver that allows it to budget less than 20%, based on historic usage, but it is obligated to pay costs up to 20%, regardless of the amount budgeted). Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental educational services.

8. Payments made to providers of SES tutoring services as of December totaled $860,184.43

SES 2010-11 Monthly Invoice Totals						
Provider	Contract	Amount	Nov	Dec	Jan	Total
A Better Grade	(C014607)	$250,000	$0.00		$8,514.00	$8,514.00
Academic Solutions	(C014610)	$200,000	$0.00	$8,041.50		$8,041.50
Achieve Success	(C014611)	$15,000	$0.00			$0.00
Brain Hurricane	(C014612)	$250,000	$0.00	$0.00	$22,000.00	$22,000.00
Cardinal Stritch	(C014613)	$75,000	$0.00	$9,288.50		$9,288.50
Club Z	(C014614)	$40,000	$0.00	$0.00	$6,678.00	$6,678.00
Educate Online	(C014615)	$100,000	$0.00	$554.25		$554.25
Education Matters	(C014616)	$15,000	$1,500.30	$31,936.50	$11,528.60	$44,965.40
Education Support Systems	(C014617)	$15,000	$0.00			$0.00
Hidden Knowledge LLC	(C014620)	$15,000	$0.00	$42,435.75	$82,420.00	$124,855.75
Ivy League Tutor, Inc	(C014621)	$15,000	$0.00	$0.00		$0.00
Learning Exchange	(C014622)	$100,000	$0.00	$0.00	$7,875.00	$7,875.00
Mainstream Development	(C014623)	$1,000,000	$0.00	$151,040.00	$42,221.68	$193,261.68
Motivating Minds LLC	(C014625)	$300,000	$0.00	$0.00		$0.00
PMG Educational Services	(C014626)	$250,000	$0.00	$49,770.00		$49,770.00

SES 2010-11 Monthly Invoice Totals						
Provider	Contract	Amount	Nov	Dec	Jan	Total
Sparkplug Education Program	(C014627)	$350,000	$0.00	$65,934.90	$57,385.82	$123,320.72
Step Ahead Tutors, Inc	(C014628)	$350,000	$0.00	$22,542.00	$101,666.46	$124,208.46
The Ivy Tutor, Inc	(C014630)	$15,000	$0.00	$8,653.52	$1,538.60	$10,192.12
Tools of Empowerment	(C014631)	$1,500,000	$0.00	$126,013.05		$126,013.05
Wisconsin Institute for Learning Disabilities/Dyslexia	(C014632)	$15,000	$0.00	$646.00		$646.00
TOTAL		$4,810,000	$1,500.30	$516,855.97	$341,828.16	$860,184.43

9. The SES Office is monitoring the contract for all SES Providers. The following five (5) of the nineteen (19) providers are on probation due to violations of their contracts in the area of criminal background checks:

- Academic Solutions,
- Mainstream Development Educational Group,
- Motivating Minds LLC,
- PMG Educational Services Inc., and
- Step Ahead Tutors Inc.

10. Contract violations have been noted for additional SES providers in items related to recruitment and registration of students, background checks, facilities permits, and meeting-attendance requirements.

11. The Wisconsin Center for Educational Research (WCER) is conducting a multi-site, multi-year study of Supplemental Educational Services. The overarching objective of this project is to improve student learning and achievement by identifying successful approaches (and the variables that will increase success) in the organization and management of SES programs within school districts and effective strategies for the design and delivery of SES programs by approved SES providers.

Attachment (to the minutes of your Committee's meeting): *WCER — Beyond the Bell & Behind the Door: Multisite Evaluation of the Implementation and Impact of Supplemental Educational Services (SES)* December 2010.

* * * * *

(Item 3) Action on a Request to Waive Two Portions of Administrative Policy 9.12, Charter Schools, and on a Non-Instrumentality Charter School Contract with Business and Economics Academy of Milwaukee, Inc. (BEAM)

Background

1. On July 1, 2010, BEAM (Business and Economics Academy of Milwaukee, Inc.) submitted a proposal to become an MPS non-instrumentality charter school for the 2011-2012 school year, to serve students in grades K4-8.

2. On August 4, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, the school staff, community members, and parents demonstrated their passion, commitment, and support for the BEAM proposal.

3. On September 30, 2010, the Milwaukee Board of School Directors approved the concept of BEAM and directed the MPS Contracted School Services Office, in consultation with the Board's designee and the Office of City Attorney, to attempt to negotiate and draft a contract with BEAM in anticipation of the establishment of a non-instrumentality charter school for the 2011-2012 school year.

Administration's Analysis

4. Representatives from BEAM, Inc., met with representatives from the Office of Board Governance, the Office of City Attorney, and MPS Administration on January 10, 2011, and again on January 25, 2011, to negotiate the contract. All modifications addressed in this item have been agreed upon by all parties previously listed.

5. BEAM seeks a waiver from Administrative Policy 9.12(5)(b), When to File Petitions and Proposals, to begin school in the 2011-2012 school year, as opposed to the 2012-2013 school year. BEAM also seeks a waiver from Administrative Policy 9.12(4)(a), Creation of MPS Charter Schools by Board Initiative, to contract with a third-party for-profit organization.

6. Contingent upon the Milwaukee Board of School Directors' approval, BEAM, Inc., accepts the attached Board-approved model non-instrumentality contract, with the following modifications in terms:

a. Linda Robinson-Prodoehl, or her successor, shall be the person in charge of the charter school.

b. The term of the contract is five years, starting with the 2011-2012 school year and ending with the 2015-2016 school year.

c. The school will provide services for 600 pupils in grades K4-8.

d. Language has been added or modified to:

(1) clarify the manner in which a school leader will be selected;

(2) clarify the types and limits of the liability insurance that the school will carry;

(3) indicate the date on which the yearly calendar will be submitted;

(4) clarify the relationship between BEAM, Inc., and the educational management company, EdisonLearning, Inc.;

(5) clarify the standard for negotiation of contract amendments to Appendix A;

(6) clarify the assessment-reporting expectations to ensure compliance with DPI standards;

(7) allow flexibility in the reporting format of the annual Pupil Academic Achievement Report (PAAR);

(8) clarify the manner in which the charter school provides notice to MPS whenever the membership of the governing body of the charter school changes;

(9) clarify the timeline extension for submitting the annual operating budget;

(10) clarify the charter school's autonomy over its school budget;

(11) clarify the manner in which the charter school will submit a narrative plan to address potential deficits;

(12) clarify the manner in which the charter school will report to MPS or the Office of Board Governance any pending or threatened litigations by its agents, board members, officers, employees, volunteers, contractors, or subcontractors;

(13) give the charter school the opportunity to cure any contract violations before payments are withheld from the District; and

(14) clarify the terms by which the charter school's contract may be terminated.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy, or Board Rules Implication Statement

8. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

9. This item does not authorize expenditures. The FY12 Proposed Budget includes funding for 600 seats for BEAM, Inc.

Implementation and Assessment Plan

10. The charter contract will become effective, contingent upon the Board's approval, on July 1, 2011. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 9.12(5)(b), When to File Petitions and Proposals, to allow BEAM, Inc., to begin school in the 2011-2012 school year, as opposed to the 2012-2013 school year;

2. waive Administrative Policy 9.12(4)(a), Creation of MPS Charter Schools by Board Initiative, to allow BEAM, Inc., to contract with a third-party for-profit organization; and

3. approve the non-instrumentality charter school contract with BEAM, Inc., as attached to the minutes of your Committee's meeting, to establish BEAM as a non-instrumentality charter school, to begin with the 2011-2012 school year, and to end on the last regularly scheduled school day of the 2015-2016 school year.

Vice President Blewett in the Chair.

Director Thompson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and Vice President Blewett—9.

Noes—None.

President Bonds resumed the Chair.

* * * * *

(Item 4) Action on Recommendation for Approval of Head Start Eligibility, Recruitment, Selection and Enrollment Criteria

Background

1. The Administration for Children and Families (ACF) conducted an on-site monitoring review of the Milwaukee Public Schools Head Start Program from August 29, 2010, through September 3, 2010. The monitoring review, which focused on the service area of Eligibility, recruitment, selection, enrollment, and attendance (ERSEA), was conducted to determine whether the program was in compliance with Head Start Performance Standards and other applicable laws, regulations, and policy requirements related to program eligibility. This review identified a need for the MPS Head Start Program to revise the procedures and criteria for the eligibility, recruitment, selection, enrollment, and attendance of children.

2. The Administration for Children and Families (ACF) requires approval by the Milwaukee Public Schools Head Start Policy Council and Board of School Directors for procedures and criteria for the eligibility, recruitment, selection, enrollment, and attendance of children. The procedures and criteria for the eligibility, recruitment, selection, enrollment, and attendance of children was presented, discussed and approved by the Policy Council on February 5, 2011.

3. The Quality Improvement Plan containing the proposal to revise the procedures and criteria for the eligibility, recruitment, selection, enrollment, and attendance of children was approved by Policy Council on January 8, 2011; by the Milwaukee Board of School Directors' Committee on Innovation/School Reform on January 11, 2011; and by the full Board on January 27, 2011.

administration's Analysis

4. The Milwaukee Pubic Schools Head Start Program seeks approval by the Board of School Directors of procedures and criteria for the eligibility, recruitment, selection, enrollment, and attendance of children (see attachments to the minutes of your Committee's meeting).

5. Prior to the finding, the Head Start Program participated in the three MPS enrollment periods (Three-Choice, Spring Complementary, and Summer). As students were enrolled, whether in January or May, they are given placement based on first-come-first-served, need, and income eligibility; however, the Office of Head Start has recognized this process as deficient because if Parent A registers in January with over-income status and with less need, his/her child may be enrolled, while if Parent B registers in May for the same classroom and is income-eligible with greater need than Parent A, Parent B may be waitlisted because the class he/she wants is filled. The parent with the greatest need (combination of income eligibility and greater need) has not been fairly treated. Head Start must enroll based on need and eligibility.

6. The revised eligibility, recruitment, selection, and enrollment process for Head Start registration will allow families returning students for the 2011-2012 school year to update enrollment documentation beginning in February and continue as needed. This allows the MPS Head Start Program to be in compliance with Performance Standard 1305.7(a), which states that each child enrolled in a Head Start program must be allowed to remain in Head Start until kindergarten is available for the child.

7. Registration for new Head Start children for the 2011-2012 school year will take place from March 2011 until June 2011. Families will be accepted in the Head Start Program after the last day of registration in June. Eligible families selected on a prioritized basis will receive letters detailing the families' acceptance in June 2011.

8. In subsequent years, the Head Start registration will begin during the month of January.

Strategic PLAN Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

10. This item is in compliance with applicable state statutes as indicated above.

Fiscal Impact Statement

11. This item does not authorize expenditures

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the MPS Head Start Program will implement the revised procedures for eligibility, recruitment, selection, enrollment, and attendance.

Committee's Recommendation

Your Committee recommends that the Board approve the procedures and criteria for eligibility, recruitment, selection, enrollment, and attendance of children in the MPS Head Start Program, as attached to the minutes of your Committee's meeting.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 5) Action on Resolution 0910R-044 By Director Blewett Regarding the Review of the Status of City-Wide and Neighborhood Specialty Schools

Background

At its meeting on March 25, 2010, the Board referred Resolution 0910R-044 by Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, The MPS *Working Together, Achieving More Action Plan* states that school communities work together for improvement in academic achievement; and

WHEREAS, At its meeting on June 25, 2009, the Milwaukee Board of School Directors directed the Administration to review the city-wide and neighborhood specialty designations of MPS schools; and

WHEREAS, One of the stated purposes of the review is to identify transportation-savings opportunities; and

WHEREAS, As part of the process in identifying why a school carried the status of a city-wide or neighborhood school, the advisory group appointed by the Superintendent solicited applications from schools currently distinguished as city-wide or neighborhood specialty schools; and

WHEREAS, Each school went through the rigorous process of detailing the school's distinction and capacity to address the matrix for distinguishing that school as a specialty school; and

WHEREAS, Each school is required to submit annually a report that details the school's ability to meet the criteria found in the matrix for distinguishing specialty schools; and

WHEREAS, The report on this matrix also states that the Administration will establish guidelines; and

WHEREAS, Schools designated as city-wide must implement their specialties school-wide, and they must substantially meet the criteria found in the matrix for distinguishing specialty schools; and

WHEREAS, Many of the schools defending their city-wide or neighborhood specialty status have spent countless hours creating detailed reports to prove that they are high-performing places of learning that employ effective educational practices and serve a district need; and

WHEREAS, Schools' reports further went on to explain how their specialties were woven throughout the fabric of the schools and how the educational programs were administered to all of their students; and

WHEREAS, The requirement to research, craft, and submit this report on an annual basis, without drastic changes to a school's education educational programming each year, takes time away from student instruction; and

WHEREAS, Much of the information in the required annual report that defends the school's city-wide or neighborhood specialty distinction is contained in the school's educational plan, which is also required to be submitted annually, and schools can make better use of the time spent on creating these duplicate reports; now, therefore, be it

RESOLVED, That the review of the status of city-wide and neighborhood specialty schools be conducted every five to seven years; and be it

FURTHER RESOLVED, That this resolution become effective immediately upon its adoption.

Administration's Analysis

1. The Administration agrees with the intent of the resolution in order to reduce duplication of efforts and to allow greater focus on the process of educating students.

2. Based on this, a five-year review timeframe is acceptable. The Administration suggests the option to conduct a review earlier if a school fails to adequately maintain its specialty program as detailed in its most recent response on file or if it significantly drops in student performance.

Strategic PLAN Compatibility Statement

3. This item supports The Milwaukee Public Schools' *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: Students are assessed regularly to monitor progress toward improved academic achievement.

WTAM applicable measurable objective: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy or Board Rules Statement

4. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. Upon adoption by the Board, the Administration will follow a five-year review schedule for those schools with citywide or neighborhood specialty status. For schools that fail to adequately maintain their specialty programs, the Administration may opt to conduct a review earlier.

Administration's Recommendation

The Administration recommends that the Board adopt the Resolution with the following amendment:

RESOLVED, That the review of the status of city-wide and neighborhood specialty schools be conducted every five ~~to seven~~ years; in the event that a school fails to adequately maintain its specialty program or significantly drops in student performance, the Administration may opt to conduct a review at any time;

Committee's Recommendation

Your Committee reports this item to the Board without recommendation in order to allow the author of the resolution to address the resolution.

Director Blewett moved to send resolution 0910R-044 to Committee for further consideration.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 6) Action on Resolution 0809R-043 By Director Bonds to Develop a City-Wide Alternative School for Chronically Disruptive Students

Background

At its meeting on February 26, 2009, the Board referred Resolution 0910R-024 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, Research has shown that the majority of students who are chronic disruptors in traditional high schools best perform in alternative educational environments; and

WHEREAS, With disruptive students' emotional and behavioral needs, they are rarely able to function at a satisfactory level in the traditional classroom; and

WHEREAS, A report conducted by the Indiana Education Policy Center, "Effective Responses, Safe & Responsive School Projects," illustrates that schools serving at-risk and chronically disruptive students along with adjudicated youth must offer a number of alternative responses to negative behavior, other than suspension, such as:

In-school disciplinary alternatives: Saturday school or in-school suspensions keep students in school while being disciplined;

Restitution: Restitution involves "setting things right" and is typically geared to the nature of the offense;

Anger management: Aggressive students often lack self-control in social situations, perceiving the actions of others to be more hostile or threatening than they really are;

Individual behavior plans: In functional assessment, school psychologists or special education consultants use interviews, checklists, and observation to better understand the reasons for disruptive behavior and to develop a specific plan to address the behaviors of concern;

Alternative disciplinary methods: To shift the burden of discipline from administrators, some schools have developed alternative strategies or procedures for determining or assigning disciplinary consequences (Teen Court);

Alternative settings: Some students' problems may be so severe as to require alternative settings in which to continue their education for some period of time, with support services inside the building;

Community team approaches: The problems of disruptive and violent youth are often highly complex, cutting across school, family, and the community; and

WHEREAS, Disruptive students can hinder the smooth operation of traditional high-school settings and deprive other students of an opportunity to learn in an environment free of distraction; and

WHEREAS, There appears to be a need in the proposed area for a program for such students who require support services to aid in their completion of high school in an alternative setting, or a transition to a traditional high school; and

WHEREAS, Alternative education programs for disruptive youth programs provide a combination of intense, individualized academic instruction and behavior modification counseling in an alternative setting to assist students to return successfully to the traditional classroom; and

WHEREAS, Many times after the 3rd-Friday count, traditional high schools have difficultly placing students in partnership schools because their seats have been filled; and

WHEREAS, As a result, those disruptive students are sent from one high school to another high school without getting the needed support to function in a traditional setting without being disruptive; and

WHEREAS, Disruptive students during the semester need alternative education placement within the district, to ensure minimal disruption to traditional school settings in the middle of a semester, and

WHEREAS, There are a variety of agencies (churches, community based organizations, etc.) located in the area that are willing to assist these students to succeed academically; now, therefore, be it

RESOLVED, That the Board instruct the Administration to develop a school program within the district, using district resources to serve chronically disruptive students; and be it

FURTHER RESOLVED, That the goal be to either graduate the students from high school from the alternative setting or to transition them back into a traditional school setting; and be it

FURTHER RESOLVED That the program be housed in a central location close to community support services with two law enforcement officers to be assigned to this school as support personnel; and be it

FURTHER RESOLVED That the enrollment at the school be kept to a maximum of 250 students to provide for smaller classroom size and individualized student academic attention; and be it

FURTHER RESOLVED, That this school be staffed by MPS personnel and assisted via partnership with local agencies (churches, CBOS, etc.); and be it

FURTHER RESOLVED, That if students at this school maintain a 2.0 or higher GPA and an improved attendance pattern, for one complete semester, and they do not have major discipline problems, they will be able to return to traditional high schools; and be it

FURTHER RESOLVED, That the school be open to serve students in the 2009-2010 school year.

Administration's Analysis

1. Milwaukee Public Schools is required to provide a continuum of services, including a continuum of placements for students who have significant needs that are academic emotional, behavioral, and social. As their particular educational needs may not be able to be addressed appropriately within a traditional school setting, the proposed model if implemented, could address the needs of students with significant unproductive educational patterns.

2. Based on this, the Administration agrees with the intent of the resolution and has already done extensive planning on various models within the district for addressing the needs of chronic disruptors.

3. The Administration will conduct an analysis, including fiscal impacts, of the feasibility of implementing the proposed model and report the results to the Board in June 2011.

Strategic PLAN Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

5. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will develop a report on the feasibility of offering a school program within the district to serve chronically disruptive students.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendments:

RESOLVED, That the Board instruct the Administration to continue to explore the feasibility of developing a school program within the district, using district resources to serve chronically disruptive students; and be it

FURTHER RESOLVED, That the goal be to either graduate the students from high school from the alternative setting or to transition them back into a traditional school setting; and be it

FURTHER RESOLVED That the program be housed in a central location close to community support services with two law enforcement officers to be assigned to this school as support personnel; and be it

FURTHER RESOLVED That the enrollment at the school be kept to a maximum of 250 students to provide for smaller classroom size and individualized student academic attention; and be it

FURTHER RESOLVED, That this school be staffed by MPS personnel and assisted via partnership with local agencies (churches, CBOS, etc.); and be it

FURTHER RESOLVED, That, if students at this school maintain a 2.0 or higher GPA and an improved attendance pattern, for one complete semester, and they do not have major discipline problems, they will be able to return to traditional high schools; and be it

FURTHER RESOLVED, That the ~~school be open to serve students in the 2009-2010 school year~~ Administration bring back to the Board, by the regular April 2011 Board meeting, a report on the feasibility of offering such a program for the 2011-2012 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability, Finance, and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability, Finance, and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Action on the Award of Contracts; Action on Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under $25,000; Report on Vendors with Cumulative Contract Amounts over $50,000; and Acceptance of Donations

Award of Contracts

The contract award recommendations for February 2011 are listed below. Adequate funding is available in the accounts as noted.

Professional Services Contracts:

The following recommendation is made based on proposals received in November 2010:

Printing & Distribution Services

Division of Facilities & Maintenance Services

Prime Contractor
A/E Graphics, Inc.
4075 N. 124th Street
Brookfield, WI 53005-1832

Facilities and Maintenance Services seeks authorization to retain A/E Graphics, Inc., a full-service printing firm, to provide document management for MPS Facilities and Maintenance Services, including the reproduction and distribution of construction drawings and specifications for bidding, in accordance with the fee structure listed on the firm's proposal.

The estimated value of the contract is expected to be approximately $70,000.

Budget Code ..... Various
Budget Amount ..... $70,000 (est.)
HUB % set 10%
HUB % proposed 13%
Total HUB $ ..... NA

PRIME Contractor Information
- Certified HUB Vendor? ..... No
- PRIME Price Quote Annually ..... NA
- Total # of Employees 6
- Total # of Minorities 0
- Total # of Women 1

COIN (required) 0%

Student Engagement
- Paid Student Employment Hourly Commitment 0
- Student Education Hourly Commitment 10

Funds for this service are budgeted in each project account. The contract is to begin on July 2, 2011, for a minimum period of one year, with the potential for two one-year extensions.

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B 5567 Purchase of Additional Vending Machines from Horizon Software International

The Administration requests authorization to purchase an additional 10 healthful vending machines under a blanket contract with Horizon Software International which was approved by the Board in February 2010.

The vending machines provide reimbursable meals, fresh fruit and vegetables, sandwiches, salads, wraps, and milk. The machines are linked to the District's Horizon software system, which records all MPS reimbursable meal transactions.

Budget Code: LNC-0-0LNH-XX-EEQ5 ..... $124,930
HUB % set 0%
HUB % proposed 0%
Total HUB $ ..... $ 0

B 5555 Purchase of Equipment from Arlington Products United Displaycraft for Pre-Portion Meal System

The Administration seeks authorization to purchase additional Arlington baskets from Arlington Products United Displaycraft. The baskets are used in conjunction with re-therm units to warm prepak meals and to transport meals prepared at the Fritsche central kitchen, which serves 24 schools providing 6,100 student lunches and 1,200 student dinners. Two sets of baskets per school served are needed to ensure continuous service.

The vendor, Arlington Products United Displaycraft, was chosen pursuant to B-5555. MPS has a three-year blanket contract, ending in November 2012. In November 2009, MPS purchased 2,000 baskets. The Administration is now seeking to authorization to purchase an additional 5,000 baskets at the rate of $19.29 per basket.

Budget Code: LNC-0-0LNH-XX-EEQ5 ..... $96,000.00
HUB % set 0%
HUB % proposed 0%
Total HUB $ 0%

Report of Revenues and Expenses

Below is a summary of revenues as of December 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 137,866,485	$ 236,447,288	$ 735,083,574	24%
Categorically Aided	278,518,084	58,081,794	336,599,878	24,467,262	83,546,116	253,053,762	25%
School Nutrition	41,100,000	801,790	41,901,790	3,883,808	9,731,282	32,170,508	23%
Construction	31,754,342	65,076,477	96,830,819	163,481	362,711	96,468,108	0%
Extension	16,263,424	2,506,324	18,769,748	52,152	885,286	17,884,462	5%
Total All Funds	$ 1,324,973,871	$ 140,659,226	$ 1,465,633,097	$ 166,433,188	$ 330,972,683	$ 1,134,660,414	23%

Below is a summary of expenditures as of December 31, 2010, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 77,405,099	$ 493,266,266	$ 478,264,596	51%
Categorically Aided	278,518,084	58,081,794	336,599,878	23,668,897	151,315,359	185,284,519	45%
School Nutrition	41,100,000	801,790	41,901,790	3,334,984	17,872,635	24,029,155	43%
Construction	31,754,342	65,076,477	96,830,819	1,043,410	96,830,819	0	100%
Extension	16,263,424	2,506,324	18,769,748	2,601,570	8,305,006	10,464,742	44%
Total All Funds	$ 1,324,973,871	$ 140,659,226	$ 1,465,633,097	$ 108,053,960	$ 767,590,085	$ $ 698,043,012	52%

[1]Represents Board-approved transfers during Fiscal Year 2011 and appropriations for purchases encumbered in Fiscal Year 2010.

Respectfully submitted,
Gerald Pace
Chief Finance Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through December 31, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through December totaled $493,266,266, or 51% of the revised budget.

District Contingent Fund

The balance at December 31, 2010, was $375,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 375,000
Approved Transfers:	
None	0
Balance — December 31, 2010	$ 375,000

Construction Fund

Expenditures, encumbrances, and commitments through December totaled $96,830,819, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through December totaled $8,305,006, or 44% of the revised budget.

REVENUES AND EXPENDITURES
Current Year Versus Three-Year Average
As of December 31, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	24%	24%	51%	48%
Categorically Aided	25%	25%	45%	45%
School Nutrition	23%	28%	43%	43%
Construction	0%	7%	100%	97%
Extension	5%	6%	44%	46%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, the monthly report on contracts awarded with a value under $25,000 has been provided in the attachments to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Report on Vendors with Cumulative Contract Amounts over $50,000

This is an informational report, and no action is required.

Contract #	Vendor ID	Vendor Name	End User	Contract Amount	YTD Contracts
C015261	V0761001	Urban Ecology Center	RC — Community Rec.	750.00	46,635.00
CLC participants from Greenfield School will attend four after-school field trips through the Urban Ecology, which will include: snowshoeing on 2/9; cross-country skiing on 2/16; canoeing on 5/11; and kayaking on 5/18, for up to 30 students per trip.					

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alliance High School	Plymouth Church	$168.38	General supplies
Alliance High School	MPS Foundation	$2,500.00	General supplies
Alliance High School	Greater Milwaukee Foundation	$2,500.00	"Food for Thought" class projects
Bryant	Ruby Tuesday's	Unknown	300 gift certificates — buy adult meal, child's is free
Bryant	Wal-Mart	$50.00	Rewards for PBIS celebration
Bryant	Cousin's Subs	Unknown	300 gift certificates — PBIS incentive
Cooper	Anonymous	$500.00	Casico Interstate Music
Dover	Bay View United Methodist	Priceless	Hand-made mittens
Fairview	Mt. Mary College Education Department	$30.00	Barnes & Noble gift certificate
Fairview	WE Energies	$500.00	Incentives for special needs students
Fifty-Third St.	AT&T	$108.00	60 Pioneer student dictionaries
Hawthorne	Arrowhead Key Club	$170.00	6 winter coats and 25 hats
Jackson	Aurora Healthcare	$620.00	Hats, scarves, and gloves
Jackson	Lindsay Heights Neighborhood Initiative	$1,200.00	60 boxes of Christmas gifts
Maryland Montessori	Alan and Lynne Dugan	$1,000.00	School use
Milwaukee Sign Language School	General Mills Box Top for Education	$398.10	Donation Box Tops
Milwaukee Sign Language School	District 10 personnel	$100.00	Donation
Milwaukee Sign Language School	Dee and Clyde Hamer	$300.00	PBIS materials
Milwaukee Sign Language School	Taimi Parey	$800.00	Prizes for PBIS initiative
Milwaukee Sign Language School	Andrew and Donna Sturycz	$300.00	Donation
Milwaukee Spanish Immersion School	Dave & Busters	$40.00	Fundraiser/Dave & Busters gift certificate
Milwaukee Spanish Immersion School	Nucor	$500.00	Attendance awards
Milwaukee Spanish Immersion School	VC Beauty School	$144.00	Fundraiser/29 haircuts
Milwaukee Spanish Immersion School	Milwaukee Wave	$32.00	Fundraiser — 2 seats Milwaukee Wave game

School	Donor	Amount	Gift or Purpose
Milwaukee Spanish Immersion School	Subway	$20.00	Fundraiser — 4 Subway subs
Milwaukee Spanish Immersion School	Lad Cates	$100.00	Fundraiser — 2 Bucks tickets
Milwaukee Spanish Immersion School	Stampin' Up	$300.00	Fundraiser — Stampin' Up gift set
Milwaukee Spanish Immersion School	Green Bay Packers	$50.00	Fundraiser — Green Bay Packers football
Milwaukee Spanish Immersion School	Toni Fink	$30.00	Fundraiser — Diego ball play set
Milwaukee Spanish Immersion School	Patricia Fenton	$25.00	Fundraiser — children's snowsuit
Milwaukee Spanish Immersion School	Lisa Lekich	$75.00	Fundraiser — Two tutor sessions
Milwaukee Spanish Immersion School	Chris Turley	$150.00	Fundraiser — Partylite set
Milwaukee Spanish Immersion School	Kopps Frozen Custard	$50.00	Fundraiser — Kopps gift certificates
Milwaukee Spanish Immersion School	Sendick's food store	$50.00	Fundraiser — Sendick's gift certificate
Milwaukee Spanish Immersion School	Rebeckah Rodriguez	$40.00	Fundraiser — Partylite candle set
Milwaukee Spanish Immersion School	Wanda Cardec	$40.00	Fundraiser — Avon set
Milwaukee Spanish Immersion School	Wanda Cardec	$70.00	Fundraiser — Mary Kay set
Milwaukee Spanish Immersion School	Laura Slinger	$45.00	Fundraiser — Three hand-painted Santas
Milwaukee Spanish Immersion School	Milwaukee Bucks	$104.00	Fundraiser — Milwaukee Bucks tickets
Milwaukee Spanish Immersion School	WHG	$25.00	Fundraiser — Applebee's gift certificate
Milwaukee Spanish Immersion School	WHG	$20.00	Fundraiser — Pizza Hut gift certificate
Milwaukee Spanish Immersion School	Greg and Tiffany Barta	$15.00	Fundraiser — Four layered coco mugs
Milwaukee Spanish Immersion School	3rd Eye Images	None mentioned	Fundraiser — One photo session and 8x10 collage
Milwaukee Spanish Immersion School	Charles Smith	$18.00	Fundraiser — Honey gift basket
Milwaukee Spanish Immersion School	Dana Bannach	$50.00	Fundraiser — Partylite lantern
Milwaukee Spanish Immersion School	Jodie Perzacki Family	$50.00	Fundraiser — Partylite Banar's lamp
Milwaukee Spanish Immersion School	Shedd Aquarium	$40.00	Fundraiser — Four tickets to Shedd Aquarium
Milwaukee Spanish Immersion School	Latisha Little	$25.00	Fundraiser — Walmart gift certificate
Milwaukee Spanish Immersion School	Dan Belpart	$40.00	Fundraiser — handmade checkerboard set
Milwaukee Spanish Immersion School	Richard Rabideaux	$60.00	Fundraiser — Milwaukee Brewers bobble head and baseball cards

School	Donor	Amount	Gift or Purpose
Milwaukee Spanish Immersion School	Marcus Corporation	$40.00	Fundraiser — Four Marcus movie passes
Milwaukee Spanish Immersion School	Marcus Corporation	$68.00	Fundraiser — Four historic tour passes and Admirals voucher
Milwaukee Spanish Immersion School	Daman Guerrero	$25.00	Fundraiser — haircut
Milwaukee Spanish Immersion School	Zakiya C.	$25.00	Fundraiser — Bass Pro Shop gift certificate
Milwaukee Spanish Immersion School	Patricia Fenton	$50.00	Fundraiser — red fashion bag
Milwaukee Spanish Immersion School	Jill Medina	$70.00	Fundraiser — SC Johnson products
Milwaukee Spanish Immersion School	Victor Balistreri	$20.00	Fundraiser — Home Depot gift certificate
Milwaukee Spanish Immersion School	Chris Turley	$150.00	Fundraiser — homemade stamped crafts
Milwaukee Spanish Immersion School	Nadine Harris	$155.00	Fundraiser — Craftsmen toolbox and locks
Milwaukee Spanish Immersion School	Judy Gonzalez	$25.00	Fundraiser — baseball frame and ornament
Milwaukee Spanish Immersion School	Judy Gonzalez	$25.00	Fundraiser — homemade pillow and wall hanging
Milwaukee Spanish Immersion School	Josh Lang	$75.00	Fundraiser — Aveda hair care products
Milwaukee Spanish Immersion School	Marybell Nieves-Harris	$20.00	Fundraiser — Target gift certificate
Milwaukee Spanish Immersion School	Valdepena family	$60.00	Fundraiser — Lia Sophia necklace
Milwaukee Spanish Immersion School	Claudia Hoffmann	$55.00	Fundraiser — Shear Genius hair cut
Ninety-Fifth St. School	Bruce and Linda Wallerman	$100.00	Classroom supplies
Pierce	Wells Fargo	$31.00	Donation
Reagan	Ted and Mary Kellner	$1,000.00	Low-income students' IB test fee
Riverside	Riverside Alumni	None mentioned	Raise money for football equipment
Riverside	Patrick Hatch	$1,000.00	Football equipment
Riverside	Lawrence Clancy	$25.00	Cooperstown trip
Riverside	Jose and Abigail Desarden	$200.00	Cooperstown trip
Riverside	Scott and Ruth Olson	$20.00	Cooperstown trip
Riverside	John and Stephanie Rohde	$50.00	Cooperstown trip
Riverside	James F. Weber	$25.00	Cooperstown trip
Riverside	Charles V. Behlendorf	$10.00	Cooperstown trip
Thurston Woods Campus	Box Top Education	$170.00	Box top education

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Certificated Appointments; Action on Leaves of Absence; Report on Deletion of Names from the List of Appointed Teachers; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Appointments	
5 Cindy Bromberg SUPAR	School Secretary I $10,800.00/yr.	01/10/11
2 Mandisa Chesser Green Bay	School Secretary I $21,574.05/yr.	01/21/11
	Returns from Leave	
Widalys Rivera Wedgewood Park	School Secretary I $29,038.17/yr.	01/24/11
	Changes in Status	
Sharon Patterson[1] Vincent	Handicapped Children's Assistant $16,015.77/yr.	01/21/11

[1]From General Educational Assistant

Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,r	Jose S. Avila Bilingual Education	B	$35,729.00	0	01/26/2011
4,r	Irais Hernandez Bilingual Education	B	$35,729.00	0	01/25/2011
5,r	Marki R. Romenesko Speech Pathology	B	$35,729.00	0	01/18/2011
2,r	Telashay Swope-Farr Math	B	$35,729.00	0	01/24/2011
5,r	Megan M. Erickson Special Education — MRP/EBD	B	$35,729.00	0	01/25/2011
5,r	Christopher R. Karabon Special Education — MRP/EBD	B	$35,729.00	0	01/25/2011

Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Ruel, Susan	Montessori H.S.	January 10, 2011
Hansen-Thiel, Inge	Special Services	May 13, 2011

Extension of Illness Leave, June 2011		
Johnson-Holt, Cora	Leave	December 9, 2010
Illness Leave, June 2011		
Briggs, Brenda	Pulaski H.S.	December 12, 2010
Poesch-Sobczak, Lisa	Hi-Mount	February 25, 2011
Personal Leave, June 2011		
Del Mundo, Emelita	Hamilton H.S.	February 1, 2011
Garcia, Elizabeth	Rogers	January 21, 2011
Study Leave, June 2011		
Lers, Donna	Substitute	January 24, 2011
Sabbatical Leave, January 2012		
Thong, Binh	MACL	January 24, 2011
Sabbatical, June 2012:		
Posey, Natasha	District Mentor	August 2011
Swietlik, Sandra	Hartford University	August 2011

Report on Deletion of Names from the List of Appointed Teachers

On October 27, 2010, letters were sent to the following teachers, stating that, if they did not respond by November 5, 2010, as to whether they would extend their current leaves of absence or would return for the remainder of the current school year, their names would be deleted from the list of appointed teachers. As of this date, no response has been received nor have the following teachers informed the Administration of their status:

Cottrell-Pitts, Tenora
Rao, Kalpana
Turner, Tanya

Report on Certificated Resignations and Classified Retirements

Resignations

Name	Position	Effective Date
Fred Aizen	Teacher	06/15/11
Michael Barker	Teacher	01/05/11
Cassandra Brickhouse	Teacher	01/21/11
Kristie Farnham	Teacher	06/15/11
Carol Gad	Teacher	06/15/11
Steve Hoagland	Teacher	01/21/11
Kerry Howard	Teacher	01/21/11
Charles Jonas	Teacher	06/15/11
Christine Keller	Teacher	06/15/11
Margaret Kramer	Teacher	06/15/11
Abuda Lozada	Teacher	06/15/11
Daniel Lotesto	Teacher	05/31/11
Mary Maresh	Asst. Prin.	06/22/11
Nilsa Muniz	Teacher	06/15/11
Jane Nickodem	Teacher	06/15/11
Susan Roberts	Teacher	06/15/11
Tyrassa Riley	Teacher	08/01/11
Moira Scott	Teacher	01/21/11
Francine Smith	Teacher	06/15/11
Carrie Stroud	Teacher	02/04/11

Ashod Vartanian	Teacher	06/15/11
Robert Werner	Teacher	06/15/11
Anna Young	Teacher	01/24/11

Retirements

Name	Position	Effective Date
Michael Harrison, Sr.	School Engineer I	C01/04/11
Esther Kalmerton	Accounting Specialist	F01/08/11
Barbara Mattheisen	School Secretary I	N01/04/11
Nancy Mitchell	General Ed. Assistant	D01/04/11
Rita Moreno	Bldg. Service Helper I	C01/04/11
Marek Odoner	Digital Electronics Tech.	L01/06/11
Carlotta Pruitt	Food Service Asst.	G01/28/11
Robert Simmons	Area Supr./Op. Serv.	F01/14/11
Douglas Sukup	School Engineer III	L01/22/11
Kathleen Thornton	Accounting Asst. II	F01/04/11

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 2011 is attached. to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on a Request for Position Authority for the Administrative-Level Position of Educational Resources Coordinator

Background

1. Pursuant to organizational changes, the Administration is seeking position authority for an Educational Resources Coordinator.

Administration's Analysis

2. The Educational Resources Coordinator will reside in the Office of the Chief Academic Officer's Department of Curriculum and Instruction and report to its Director of Curriculum and Instruction. The responsibilities of this position were formerly "extra" duties assigned to various district-level staff. The expansion of the role and responsibilities of this position, as outlined below, justify the need for this new position.

a. The acquisition of the textbook-management system district-wide calls for the Educational Resources Coordinator to manage and track the textbook inventory district-wide. While this is in effect for literacy, the Educational Resources Coordinator is responsible for overseeing the process of adding the remaining subject areas to the textbook-management system as well. Since the textbook-management system has the

capability of allowing schools to track materials and transfer books from site to site, the Educational Resources Coordinator will also support school-based staff in using the system to its fullest potential.

b. The following responsibilities have been added to the Educational Resources Coordinator's job duties in relation to warehouse management:

- oversight of textbook and instructional materials storage-site staff;
- receipt, stocking, distribution, and picking up of books from schools due to increased or decreased enrollment, split classes, etc; and
- barcoding, scanning, and inventorying of textbooks and keeping records as goods enter and leave storage.

c. Since schools have been closing at a higher rate in recent years, the re-distribution of materials from closed schools has evolved and is an ongoing process. The Educational Resources Coordinator will work with school leaders to identify materials that are needed in schools that remain open so that schools are not ordering resources that are available within the district. Additionally, the Educational Resources Coordinator will be responsible for establishing and maintaining a protocol for distribution and reselling of resources in a way that maximizes existing resources in the district while saving schools the money and time that it takes to locate resources for classrooms.

3. The Educational Resources Coordinator will:

- coordinate curriculum resources for the district, including the textbook-adoption process;
- communicate with various stakeholders;
- oversee the budget;
- incorporate 21st-Century Learning enhancements such as educational software and other media;
- identify resources to support instruction district-wide;
- manage the new district-wide textbook-management database that manages the distribution of textbooks; oversee the reallocation or sale of textbooks and instructional resources from closing or merging schools; and
- serve as the point person for researching the district's options for technology and computerized resources and instructional materials.

4. Other duties will include, but will not be limited to:

a. overseeing, monitoring and managing the district's textbook budget, including the correlation of expenditures, school needs, and inventory;

b. monitoring the acquisition and use of district licenses for educational software;

c. working with publishers, vendors, and the MPS purchasing department to negotiate optimal packages and savings to the district;

d. monitoring the adherence of the vendors to administrative policy and executing contracts with the district;

e. developing a budget for various areas of adoption based on a cycle that is educationally sound;

f. ensuring that the process for selection and distribution of materials meets all local, state, and federal guidelines;

g. communicating regularly with all stakeholders;

h. monitoring student enrollment data for the appropriate allocation of resources by school and subject;

i. coordinating the redistribution of textbooks due to school closings or the needs of expansion schools;

j. serving as a liaison between Curriculum and Instruction, Technology, Professional Development, and Special Services;

k. ensuring that district-adopted resources are made available at a district-designated location for viewing;

l. working collaboratively with district-level library media specialists and curriculum specialists to ensure that the curriculum resource needs of the district are met; and

m. developing Board items and attending Board meetings to open the selection process and communicating the desired selections and any other information that needs to be communicated to the Milwaukee Board of School Directors.

5. This position went through the normal job-classification process to identify the position level and salary range. The position level was determined to be 4A, and the corresponding salary level is $46,562-$67,517.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Working *Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation is consistent with administrative policies and procedures.

Fiscal Impact Statement

8. Funding to support the Educational Resources Coordinator resides in the following budget line: DII-0-0-CAI-CI-ESAD1035.

Committee's Recommendation

Your Committee recommends that the Board approve the request for position authority for the Educational Resources Coordinator position in the Office of the Chief Academic Officer's Department of Curriculum and Instruction, at a level of 4A and with the corresponding salary level of $46,562-$67,517, effective for the FY12 budget.

Director Falk moved to approve the recommendation, adding the following: direct the administration to report to the Committee on the effectiveness and savings on this position, to be reported no later than the October 2011 Board cycle.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—Director Petersons—1.

* * * * *

(Item 4) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individual be promoted or appointed to the classification indicated, contingent upon the Board's granting of the relevant position authority (see previous item), and effective upon approval by the Board:

4(nr)	Lisette Venegas	Educational Resources Coordinator Curriculum & Instruction	Schedule III, Range 04A $59,400

Codes:

4 Hispanic
nr Non-resident who must become resident

Director Falk moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 5) Report and Possible Action on School Limited Cash and Internal Control Reviews of Silver Spring School, Transition High School, and Walt Whitman School

Background

1. At its meeting on August 26, 2010, the Milwaukee Board of School Directors adopted an annual audit plan that included 36 school limited cash and internal control review audits.

2. Since January 21, 2011, limited cash and internal control reviews of 11 schools have been completed and issued as part of the annual plan of school limited cash and internal control reviews to be completed. Director Petersons has requested that the following three of these reports be scheduled for presentation at the February 2011 meeting of the Committee on Accountability, Finance, and Personnel:

Report #	Audit
2010-115	Silver Spring School
2011-01	Transition High School
2011-10	Walt Whitman School

3. The reports, provided under separate cover as an attachment to the minutes of your Committee's meeting, include each school's administrator's concurrence and agreement to the audit and the action plans that the school intends to implement to address the audit recommendations.

4. The Office of Board Governance audit staff is available to present an overview of the audits and to answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audit recommendations.

* * * * *

(Item 6) Action on Proposed Professional Services Contracts, Including a Waiver of Administrative Policy 3.09(5)(a)

RFP 553 Contract with the National Institute for Excellence in Teaching to Provide Professional Development for Implementation of the Teacher Incentive Fund grant

The Administration seeks authorization to enter in a contract with the National Institute for Excellence in Teaching ("NIET") to provide professional development and technical assistance for implementation of TAP™ ("System for Teacher and Student Advancement") though a United States Department of Education Teacher Incentive Fund grant.

TAP™ will support the implementation of a performance-based compensation system that rewards teachers and principals for increases in student achievement. TAP™ is designed to retain, develop, and motivate talented people in the teaching profession. TAP™ accomplishes these goals through four interrelated elements: multiple career paths; ongoing applied professional growth; instructionally focused accountability; and performance-based compensation.

The contract will be for a period of one year, which the option to extend for four additional one-year terms. The cost will not exceed in the first year is $30,654. The total cost for the entire five years will not exceed $355,889.

Approval of this item will require the Board to waive Administrative Policy 3.09(5)(a), Purchasing and Bidding Requirements: "After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval."

Such a waiver would be in accordance with Administrative Policy 3.09(5)(c):

> Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

This is a five-year grant, and use of this vendor is vital to the success of the grant.

Budget Code: SDV-0-S-TH1-HR-ECTS ..... NTE $355,889

HUB

Required.....5%
Submitted.....5%
$ Value..... TBD

RFP 464 Contract with the Wisconsin Center for Education Research to Evaluate the Implementation of the United States Department of Education's Teacher Incentive Fund Grant

The Administration seeks authorization to enter in a contract with the Wisconsin Center for Education Research ("WCER") to provide formative and summative program evaluation as well as value-added analyses to support TAPTM program implementation.

The contract will be for a one-year period, with the option to extend for four additional one-year terms. The cost in the first year is not to exceed $150,000. The cost for the entire five years will not exceed $750,000.

Approval of this item will require the Board to waive Administrative Policy 3.09(5)(a), Purchasing and Bidding Requirements: "After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval."

Such a waiver would be in accordance with Administrative Policy 3.09(5)(c):

> Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

This is a five-year grant, and use of this vendor is vital to the success of the grant.

Budget Code: SD1-0-S-TH1-HR-ECTS.....$750,000
HUB % set..... 5%
HUB % proposed..... 5%
Total HUB $ .....TBD

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 3.09(5)(a) and approve the contract with the National Institute for Excellence in Teaching to provide professional development for implementation of the Teacher Incentive Fund grant; and

2. waive Administrative Policy 3.09(5)(a) and approve the contract with the Wisconsin Center for Education Research to evaluate the implementation of the United States Department of Education's Teacher Incentive Fund Grant.

Director Blewett moved to accept the Committee's recommendation, amended to stipulate that the administration shall bring any proposed extensions to either of these contracts back to the Board for approval.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 7) Action on a Quit-Claim Deed to Allow the Dedication of Property at North 27th Street and Wisconsin Avenue for a City of Milwaukee Street Reconstruction Project

Background

1. On January 10, 2011, the Administration received a written request from the City of Milwaukee's Department of City Development requesting dedication of a 10-foot-wide piece of property

along the eastern property line of the Wisconsin Avenue School site, at the northwest corner of North 27th Street and Wisconsin Avenue, for a right-of-way to be incorporated into a street-improvement project.

2. A quit-claim deed is the most expedient means to convey the rights to this portion of the Wisconsin Avenue School property to the City of Milwaukee for the requested purpose. The deed (attached) was drafted by the City Attorney's Office.

3. For the past several years, the City of Milwaukee has been working with the SoHiMain Street District, Avenues West Association, Marquette University, and other neighborhood stakeholders to determine design modifications that should be incorporated into a planned reconstruction of North 27th Street from I-94 to West Highland Boulevard. The goals of this effort are to provide a new gateway to the City of Milwaukee, to enhance the safety of the 27th Street/Wisconsin Avenue intersection, to improve traffic flow, and to help North 27th Street attract new business and investment.

Administration's Analysis

4. The approval of this deed will in no way diminish the utility of the Wisconsin Avenue School as a school site.

5. All costs associated with the project on MPS property will be borne by the City of Milwaukee.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with Administrative Policy 5.01, Facilities, and Board Governance Policy 4.08, Lease Agreements. The Board's approval is required to execute third-party easement requests.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Upon the Board's approval of the granting of this request, the City of Milwaukee will be notified and proceed with its project planning.

Committee's Recommendation

Your Committee recommends that the Board approve the quit-claim deed, as attached to the minutes of your Committee's meeting. to allow for the dedication of property at the Wisconsin Avenue School site for a City of Milwaukee street reconstruction project.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on a Request to Grant a Permanent Easement to Wisconsin Electric Power Company at Site No. 164 To Maintain and Replace Overhead Utility Facilities

Background

1. On January 11, 2011, the Administration received a written request from Wisconsin Electric Power Company for a permanent easement for the purpose of constructing, erecting, operating, maintaining, and replacing overhead utility facilities consisting of a single guy pole, together with

necessary and appurtenant equipment above ground. According to the proposed easement (attached to the minutes of your Committee's meeting.):

> The easement area is described as a strip of land three (3) feet in width being part of grantor's following described premises:
>
> "Lots 5 through 14, inclusive, in Block 2, in Assessment Subdivision No. 17, in the Northeast ¼ Section 17, Township 7 North, Range 22 East, City of Milwaukee, Milwaukee County, Wisconsin…
>
> "Address: 2770 N. 5th Street, also known as Fifth Street Building (Site No. 164)."

2. The easement is necessary for the purpose of serving the MATC customer substation. The easement is serving another public entity, not a private business; therefore, there is no fee to be assessed by the District for this easement.

Administration's Analysis

3. The Division of Facilities and Maintenance Services has reviewed the proposed location for the easement and finds it acceptable.

4. All costs associated with the construction and restoration of MPS property will be borne by Wisconsin Electric Power Company.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

> Goal 6: The District is accountable for measurable results.
>
> WTAM strategy: The District strengthens and expands business and community partnerships
>
> WTAM measurable objective: 70% of media impressions for MPS will be favorable and proactive

Statute, Administrative Policy or Board Rules Statement

6. This item is consistent with Administrative Policy 5.01, Facilities, and Board Governance Policy. The Board's approval is required to execute third-party easement requests.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. Upon the Board's approval of the granting of this easement request, the Division of Facilities & Maintenance Services will proceed to work with the City Attorney and the Department of Public Works to have the documents executed. Approval by the Common Council will follow Board action.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant the permanent easement to the Wisconsin Electric Power Company at Site No 164, as presented in the attachments to your Committee's meeting; and

2. authorize the Division of Facilities and Maintenance, along with the appropriate officials, to execute the easement documents.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

(1) The MPA Executive Partners and Executive Director met with the new Department of Workforce Development Secretary Manny Perez; Deputy Secretary Scott Baumbach; and Executive Assistant/Legislative Liaison, Georgia Maxwell, on January 27 to discuss the purpose of the Partnership and its agenda. An Executive Partners meeting was held immediately following.

(2) The MPA Executive Director, Gerard Randall, and MPS Superintendent Gregory Thornton met with senior staff at the National Science Foundation on February 10 to discuss past successes, current work, and potential future opportunities.

(3) Gerard Randall and Ann Terrell, MPS Director of Curriculum & Instruction, met with Elouise Anderson, Secretary of the Wisconsin Department of Children & Families, to discuss work of the MPA and MPS concerning early childhood education.

(4) The MPA Executive Director met on February 11 with United Way President, Mary Lou Young, to discuss the MPA and how it could relate to United Way projects.

(5) The MPA Executive Director, as well as individuals from MPA partner and other organizations, attend an informational meeting regarding the Strive Partnership — a community-wide education partnership in Cincinnati focused on getting better results in education, cradle to career — on February 8.

(6) The MPA Executive Director attended the public announcement of the GE Foundation's five-year $20.4 million Developing Futures in Education grant to MPS, which is focused mainly on the areas of math and science. Members of key stakeholder groups, including the MPA and MPA partner and other organizations, were invited to serve on the Comprehensive Mathematics and Science Plan (CMSP) Community Advisory Committee to provide input, review, and feedback on the MPS Comprehensive Mathematics and Science Plan that is to be developed. The MPA Executive Director will serve on this committee, which will meet regularly to help identify student and teacher learning needs, develop a strategic approach to meeting these, support innovation in MPS implementation, leverage resources, monitor progress and continuous improvement, and communicate the vision and progress to the public.

(7) The MPA Executive Director responded to a research request from the Education Advisory Board to learn more about the work of the MPA and how four-year institutions partner with community stakeholders to improve state-wide educational standards. The Education Advisory Board is a best-practice research firm located in Washington, DC, that serves a membership of several hundred executives at colleges and universities across the country.

(8) Gerard Randall participated in charter school contract review activities conducted on February 11.

(9) The Metropolitan Milwaukee Area Deans of Education (MMADE) met on February 10. Items on the agenda included discussion of the UW System's Institute for Urban Education and discussion about education in Milwaukee.

(10) The MPA Executive Director was introduced to Carol Colbeck, the future Dean of the UWM School of Education, at a meeting arranged by the current Dean, Alfonzo Thurman.

(11) Work group co-chair meetings have been completed with the MPA Executive Director regarding the work and challenges of the work groups.

(12) The Teacher & Principal Quality Work Group has continued to work on the handbook for cooperating teachers and placement of student teachers and related material.

(13) On January 5, MATC signed onto the "Democracy's Challenge Call to Action" to the nation's two-year colleges to increase student completion/graduate rates 50 percent by 2020. MATC has begun work on a plan of action, which included a session with business and community leaders.

Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update

(14) Math Teacher Leader (MTL) meetings were held on February 8 and 10. Additional information about these meetings will be available in a future report. Information on the content of the January MTL meeting is as follows:

- The Content Session focused on mathematical modeling: linking classroom mathematics and statistics to everyday life.
- The Leadership Session focused on planning for equity. The presentation and activities focused on learning to determine possible coaching moves to address teachers' CBAM Stage of Concern and learning to use effective coaching skills to lead teachers in a planning/problem-solving conversation in order to promote equity in all math classrooms.
- The Assessment Session focused on different types of feedback and what effective feedback looks like.
- Research-based literacy strategies which support mathematics connections with the Comprehensive Literacy Plan used at the meeting included Checking for Understanding — Whip Around (Content), Comprehension Strategy — Examples and Non-Examples (Leadership), and Comprehension and Collaboration — Think-Pair-Share (Assessment).
- The following Hot Topics Group Sessions were offered:
  - What Do Learning Intentions and MKT Have in Common? — MTLs discussed how to help teachers understand the difference between the Learning Intention and the Math Activity.
  - Have You Met LESA (Launch, Explore, Summarize, Apply)? — MTLs shared in conversations around setting up math lessons in which students explore, make conjectures, reason, and communicate.
  - Using Productive Talk Moves to Promote Discourse — MTLs talked and shared ideas on how to encourage students to share their thinking, explain the steps in their reasoning, and build on one another's contributions using Productive Talk Moves.
  - How Are You Monitoring Your SIP Strategies? — MTLs discussed and shared ideas around how to connect modeling, observations, and PD to move beyond implementation for compliance to effective use of SIP strategies and how they are monitoring the use of these strategies in their buildings.
  - High-School Mathematics Summit — Session to continue High-School Math Summit experiences and discuss the spring High-School Math Showcase.

(15) Math Alliance Project meetings took place on February 1 and 15.

NEA Foundation Grant Update

(16) Policy Associates, the national evaluators for the NEA Foundation's grants to close the achievement gaps, was in Milwaukee on February 15 and 16 to interview teachers, administrators, partners, and the local evaluator involved in the Milwaukee grant.

(17) Dr. Christine Anderson, Principal Investigator of the NEA Foundation's Grant to Close the Achievement Gaps in MPS, had a meeting with representatives from Alverno College and MPS. Eight teachers and administrators have completed three college credits in reading and are advancing to the next course in the series of three courses. Fifteen teachers will be offered the opportunity to obtain three graduate credits from Alverno College for taking a class this summer on implementing reading strategies in their classrooms.

(18) Dr. Anderson has been invited to speak at the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) Education Summit on April 28. She will be speaking about the NEA Foundation's involvement in the support of teacher leadership development within MPS.

(19) Planning is in progress for the MMABSE Teacher Recognition Gala to be held on May 14. The NEA Foundation is a major sponsor of the event.

(20) Dr. Anderson held a conference call on February 4 concerning planning of the grant's end-of-year data celebration.

(21) The NEA Foundation Awards Gala, Salute to Excellence in Education, took place on February 11 at the National Building Museum in Washington, DC. Dr. Anderson and a few others from Milwaukee were in attendance with a crowd of approximately 800 that had gathered to pay tribute to public education and its supporters. Brian Crawford, an MPS student at Milwaukee High School of the Arts, participated in providing some powerful musical entertainment for the event by singing a solo and a duet with a student from another state. Brian's mentor/teacher, Raymond Roberts, was also present and honored for his work with Brian.

* * * * *

(Item 2) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

1. January 6, 2011

District Advisory Council (DAC) School Delegate Meeting

The DAC conducted its monthly meeting. The presentation for the January 2011 meeting was on school budgets and funding. In attendance were 39 school delegates and 11 non-school delegates, representing a total of 39 schools.

During January 2009-2010 school year, the meeting was cancelled due to inclement weather.

2. January 13, 2011

District Advisory Council (DAC) Executive Committee

The meeting focused on reflections from the January DAC delegates' meeting, devising the February DAC delegate meeting agenda, and providing updates on the Region V Parent Professional Development Conference.

There were seven DAC executive members and three MPS staff present.

* * * * *

(Item 3) Report of the Board's Delegate to the MPS Head Start Policy Council

Submitted by Director Spence

Major Activities

(1) The Head Start Coordinator participated in a district meeting on February 1 to discuss student transitions. The purpose of the meeting was to identify transitional activities to be captured in the School Improvement Plans.

(2) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on February 3. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

(3) Management meetings were held on February 3 and 24. The meetings focused on program updates and planning.

(4) The Head Start Coordinator participated in Division of Early Childhood meetings on February 4, 11, and 22. The purpose of the meetings was the Early Childhood Professional Development Plan.

(5) The Health, Mental Health and Disabilities Manager participated in a meeting of the district parental involvement committee on February 8. The committee met to focus on increasing district wide parental involvement.

(6) The Head Start Coordinator and ERSEA Manager attended the meeting of the Milwaukee Board of School Directors Committee on Innovation/School Reform February 8 to seek approval of the Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) policies and procedures.

(7) The Head Start Coordinator attended report card subcommittee meetings on February 9 23. The purpose of the meeting was to work toward district-wide report card alignment.

(8) Head Start managers, staff and Policy Council members participated in self-assessment training on February 10. The training, which focused on preparation for the 2010-2011 self-assessment process, was conducted by Mable Jones of The Jones Connection.

(9) The Head Start instructional staff participated in a professional development day on February 11. The focus of this event was to enhance the use of the Head Start core curriculum, Developmental Learning Materials Early Childhood Express (DLM), Performance Standard education compliance, and parental involvement. Facilitators included the Head Start Education Manager, Mable Jones with The Jones Connection, and representatives from DLM publishing, Milwaukee Area Technical College, and Cardinal Stritch.

(10) The Education Manager attended a Head Start summit titled, "On the Road to School Readiness" from February 14 through February 17. The training focused on child outcomes and educational expectations of Head Start Programs.

(11) The Head Start Coordinator participated in a Core Health Services meeting held on February 15. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

(12) Head Start teachers and educational assistants participated in cohort trainings on February 16. The training, which focused on how to have an engaging art area, provided participates with a variety of instructional strategies and materials for art for early childhood students. This training was in collaboration with HighScope and SAGE programs.

(13) The ERSEA Manager attended a district meeting on February 16 on the possible transition from the eSIS system to a different enrollment system.

(14) The ERSEA/FPA staff meeting was conducted on February 16. The meeting focused on the 2011-2012 Head Start Registration.

(15) The Head Start Coordinator participated in a district-wide assessment committee meeting on February 16. The meeting focused on district alignment of assessments and report cards.

(16) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on February 17. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

(17) The Head Start Coordinator participated in a Step Up Milwaukee meeting on February 18. The meeting focused on high-quality services provided to families in the Milwaukee community, specifically in early childhood.

(18) Head Start teachers and educational assistants participated in cohort trainings on February 23. The training, which focused on how to have and engaging science area, provided participates with a variety of instructional strategies and materials for science for early childhood students. This training was in collaboration with HighScope and SAGE programs.

(19) The Head Start Coordinator and ERSEA Manager will attend the regular monthly meeting of the Milwaukee Board of School Directors on February 24 to seek approval of the Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) policies and procedures.

(20) The Enrollment Manager attended training at Head Start University from February 20 through February 26. The training focused on of the Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA).

(21) The next Policy Council Meeting will be on Saturday, March 12, 2011, at Central Services in room 206/208 at 10:00 a.m.

Parental Involvement

(22) Four Policy Council members participated in the Head Start self-assessment training on February 10 in preparation for the 2010-2011 Self-Assessment.

(23) Thirteen parents attended the Policy Council's meeting held on Saturday, February 5, at Central Services. The meeting focused on the approval of the procedures and criteria for eligibility, recruitment, selection, enrollment and attendance, service-area plans, and 2011-2012 Head Start budget and school sites.

(24) Parent Center meetings were held at each Head Start site. The topic of the February meetings was to provide education and information to Head Start parents about oral health.

Services Provided

(25) Formal site visits: Hayes, Holmes, Lowell, Silver Spring and Wheatley

(26) Informal site visits: Congress

(27) Blood tests for anemia and lead poisoning were conducted at Westside Academy on February 9.

Enrollment

(28) There were 1,039 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year as of February 14.

(29) There were 51 students enrolled in the Milwaukee Public Schools Head Start Program for the Expansion Program for the 2010-2011 school year as of February 14 .

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

Communication 1011C-011

from Mr. Josh R. Zimmers

The Office of Board Governance
P.O. Box 2181
Milwaukee, WI 53201-2181

February 15, 2011

Josh R. Zimmers
2733 South Howell Avenue
Milwaukee, WI 53027

To Whom It May Concern:

I am writing to request a public hearing on district actions that impede the fidelity of implementation of the education programs in the Specialty (Montessori, IB, Language Immersion, Arts, etc.) and Charter Schools (each with an education program described in their contract) within Milwaukee Public Schools. The continued marketing and enrollment of students into these schools intentionally misleads parents and the community at large. Mandated curriculum, instruction, professional development and trainings, as well as the forced purchase of MPS adopted textbooks impede the schools' ability to offer their education programs as advertised.

Sincerely,

Josh R. Zimmers

Referred to the Committee on Parent and Community Engagement.

Communication 1011C-012

from Mr. John N. MacDonough

February 22, 2011
[via email]

I am writing on behalf of the Bradley Tech High School Commission to request a public hearing on district actions that may impede the existing Intergovernmental Cooperation Agreement with Bradley Tech High School.

Sincerely,

John N. MacDonough
Commissioner
Bradley Tech High School Commission

Referred to the Committee on Parent and Community Engagement.

Communication 1011C-013

from Mr. Michael P. Screnock, on Behalf of AT&T

February 23, 2011
VIA FACSIMILE 414-475-8071
VIA E-MAIL GOVERNANCE@MILWAUKEE.K12.WI.US

Milwaukee Board of School Directors
Attn: Lynne Sobczak, Director Office of Board of Governance
5255 W. Vliet St.
PO Box2181
Milwaukee, WI 53208-2181

RE: AT&T Petition to the Milwaukee Board of School Directors

Dear Ms. Sobczak:

Thank you for taking the time this morning to discuss the status of the proposed contracts related to Milwaukee Public Schools' RFP 712 and AT&T’s Petition for Fair Consideration of Proposed Changes to

MPS Professional Services Agreement Contract, which we submitted to your office yesterday. In its Petition, AT&T respectfully requested "that the Board exercise its discretion and direct the Committee on Accountability, Finance, and Personnel, or such other individuals or committees as appropriate, to determine whether AT&T's proposal was responsive to RFP 712 and to take appropriate remedial steps based upon the outcome of that review."

Based on our understanding that MPS Staff has requested a special meeting of the Milwaukee Board of School Directors for the purpose of seeking final Board approval of the relevant contract, it is apparent that referral of AT&T's Petition to a Board committee would not likely allow for timely review of this important issue. Therefore, we respectfully request that AT& T's Petition be presented to the Board at its regularly scheduled February 24, 2011 meeting and that if the Board chooses to so exercise its discretion at that time, AT&T's Petition be referred by the Board to the Superintendent with instructions to review and resolve this matter, as allowed by Board Rule 1.1 0(2).

Thank your for your time and attention to this matter.

Best regards,

Michael P. Screnock
MICHAEL BEST & FRIEDRICH LLP &J.IJL

Referred to the Committee on Parent and Community Engagement.

RESOLUTIONS

Resolution 1011R-021

by Director Bonds

WHEREAS, The *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states as a core belief that “leadership and accountability are keys to our success”; and

WHEREAS, The *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* lists as a Goal, “The district is accountable for measurable results”; and

WHEREAS, Administrative Policy 3.05, Fund Carryover, states “Year-end deficits incurred shall be carried over into the next year. If a school, alternative school, or department incurs a deficit in excess of 3% of the total revised school/alternative school/department budget, the superintendent shall submit a report to the Board Relative to the cause and future impact of the deficit”; and

WHEREAS, Currently there are 85 schools in the district who are in a deficit; and

WHEREAS, The FY10 debt carryover by these schools totaled $11,249,125; and

WHEREAS, Since July 2010, nine schools have added to their deficits and are being monitored by their Regional Executives; and

WHEREAS, When new principals are assigned to schools that are in a deficit, they must bear the added burden of trying to eliminate debts accrued by previous administrators; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to develop a plan that would offer a one-time opportunity for schools that are in financial deficits to eliminate their debt; and, be it

FURTHER RESOLVED, That the plan be presented to the Board no later than the April 2011 Board cycle.

Referred to the Committee on Strategic Planning and Budget.

Resolution 1011R-022

by Director Blewett

WHEREAS, Governor Walker's Budget Repair Bill currently before the Wisconsin Legislature would place severe restrictions upon the collective bargaining process between local governmental bodies and their employees; and

WHEREAS, The imposition of such restrictions is antithetical to Wisconsin's tradition of local control over local community issues; and

WHEREAS, Skilled public employees and vital public sector unions are essential for stable, cost-effective operations in municipalities, counties, school districts, and state programs; and

WHEREAS, This virtual destruction of public workers' bargaining rights would do nothing to promote cost-effective, high-quality public services for Wisconsin's citizens and their children; and

WHEREAS, Wisconsin's Democratic legislators and public employees have offered to discuss Governor Walker's proposed concessions in health care and pensions in exchange for the preservation of the collective bargaining process which is basic to maintaining a strong middle class; and

WHEREAS, All state and local leaders share the challenge of finding a way to work together to protect the foundations of strong local communities, which are fundamental to the continued prosperity, stability, and economic strength of our state; and

WHEREAS, Governor Walker's proposal involves not only questions of economics, but also fundamental issues of social justice; and

WHEREAS, Archbishop Jerome E. Listecki, in his "Statement Regarding the Rights of Workers and the Value of Unions," which he sent to the Legislature's Joint Committee on Finance on February 16, 2011, asserts that "hard times do not nullify the moral obligation each of us has to respect the legitimate rights of workers"; and

WHEREAS, Pope John Paul II writes, as quoted by Archbishop Listecki, that a "union remains a constructive factor of social order and solidarity, and it is impossible to ignore it"; and

WHEREAS, Many other religious leaders in Wisconsin, representative of many faiths, have expressed their support for the public employees of Wisconsin against this onslaught on their right to collective bargaining; and

WHEREAS, Tens of thousands of ordinary citizens have gathered in Madison over the past week to express their opposition to Governor Walker's assault on workers' rights; and

WHEREAS, The Eau Claire City Council and County Board have passed resolutions opposing the Budget Repair Bill because it proposes to curtail collective bargaining between local governments and their employees; and

WHEREAS, The Eau Claire City Council President Kerry Kincaid and City Manager Mike Huggins have invited many local government leaders to sign a letter urging state leaders to delete provisions related to collective bargaining from the Budget Repair Bill under consideration at this time; and

WHEREAS, Hundreds of local leaders from across Wisconsin have accepted the invitation of the Eau Claire City Council President and City Manager and have signed the letter, and

WHEREAS, The Milwaukee Board of School Directors wishes to stand in solidarity with other units of local government in Wisconsin; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors does hereby include in its legislative agenda its firm support for the right of its employees, and all public employees in the State of Wisconsin, to have a say in the conditions under which they must work as they serve the people of Wisconsin; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby condemn any attempt to abrogate the right of public workers to organize for fair wages and decent working conditions; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby assert its right, and the right of all local governmental bodies, to have control over the issues that face their communities; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby urge state leaders to delete the provisions related to collective bargaining from the Budget Repair Bill; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby direct the Board Clerk to prepare the following letter for signature by the Board President on behalf of the Milwaukee Board of School Directors and to transmit this letter to Governor Walker and to State Senators and Legislators:

Dear Governor Walker, Senators and Representatives:

We respectfully urge you to reconsider and delete the proposal in the Budget Repair Bill to severely restrict the collective bargaining process between local governmental bodies and their employees. This provision of your recommended bill is inconsistent with the Wisconsin tradition of local control over local community issues. In addition, it does not help achieve the prime goal we all share of providing cost-effective, quality public services for Wisconsin's people.

Public employees have offered to accept your proposed health care and pension concessions to balance the budget if you will respect and preserve the collective bargaining process so basic to maintaining a strong middle class. We encourage you to accept the compromise offered by labor leaders. By doing so, all of the state and local budget savings in your proposed budget adjustment bill will be realized and Wisconsin's historic commitment to the right of working people to organize and negotiate for fair wages and decent working conditions will be honored.

Skilled public employees and proactive public sector unions are vital for stable, cost-effective operations in municipalities, counties, school districts and state programs. Effectively doing away with local collective bargaining is not something we have requested nor do we support it as a "tool" to solve our budget challenges. It is not in the best interests of Wisconsin communities.

We recognize the significant fiscal challenges facing state and local governments in the coming budget biennium. The leadership challenge we share as state and local leaders is how to work together to protect the public structures that are the foundation for strong local communities and fundamental to the continued prosperity, stability, and economic strength of our state. We ask the Governor, as the state's chief executive, to work within the existing collective bargaining framework and to convene a collaborative partnership of state leaders, local officials, and public sector workers to move forward and work together for the best interest of our state's future.

In accordance with notice previously given, Director Blewett moved to suspend Board Rule 1.10(1), to allow the Board to take immediate action on Resolution 1011R-022, without referral to Committee.

The motion to suspend prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

Director Blewett moved to approve Resolution 1011R-022 with the letter amended as indicated below and to transmit the revised letter as discussed.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

Resolution 1011R-022, as adopted

WHEREAS, Governor Walker's Budget Repair Bill currently before the Wisconsin Legislature would place severe restrictions upon the collective bargaining process between local governmental bodies and their employees; and

WHEREAS, The imposition of such restrictions is antithetical to Wisconsin's tradition of local control over local community issues; and

WHEREAS, Skilled public employees and vital public sector unions are essential for stable, cost-effective operations in municipalities, counties, school districts, and state programs; and

WHEREAS, This virtual destruction of public workers' bargaining rights would do nothing 10 promote cost-effective, high-quality public services for Wisconsin's citizens and their children; and

WHEREAS, Wisconsin's Democratic legislators and public employees have offered to discuss Governor Walker's proposed concessions in health care and pensions in exchange for the preservation of the collective bargaining process which is basic to maintaining a strong middle class; and

WHEREAS, All state and local leaders share the challenge of finding a way to work together to protect the foundations of strong local communities, which are fundamental to the continued prosperity, stability, and economic strength of our state; and

WHEREAS, Governor Walker's proposal involves not only questions of economics, but also fundamental issues of social justice; and

WHEREAS, Archbishop Jerome E. Listecki, in his "Statement Regarding the Rights of Workers and the Value of Unions," which he sent to the Legislature's Joint Committee on Finance on February 16, 2011, asserts that "hard times do not nullify the moral obligation each of us has to respect the legitimate rights of workers"; and

WHEREAS, Pope John Paul II writes, as quoted by Archbishop Listecki, that a "union remains a constructive factor of social order and solidarity, and it is impossible to ignore it"; and

WHEREAS, Many other religious leaders in Wisconsin, representative of many faiths, have expressed their support for the public employees of Wisconsin against this onslaught on their right to collective bargaining; and

WHEREAS, Tens of thousands of ordinary citizens have gathered -in Madison over the past week to express their opposition to Governor Walker's assault on workers' rights; and

WHEREAS, The Eau Claire City Council and County Board have passed resolutions opposing the Budget Repair Bill because it proposes to curtail collective bargaining between local governments and their employees; and

WHEREAS, The Eau Claire City Council President Kerry Kincaid and City Manager Mike Huggins have invited many local government leaders to sign a letter urging state leaders to delete provisions related to collective bargaining from the Budget Repair Bill under consideration at this time; and

WHEREAS, Hundreds of local leaders from across Wisconsin have accepted the invitation of the Eau Claire City Council President and City Manager and have signed the letter, and

WHEREAS, The Milwaukee Board of School Directors wishes to stand in solidarity with other units of local government in Wisconsin; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors does hereby include in its legislative agenda its firm support for the right of its employees, and all public employees in the State of Wisconsin, to have a say in the conditions under which they must work as they serve the people of Wisconsin; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby condemn any attempt to abrogate the right of 'public workers to organize for fair wages and decent working conditions; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby assert its right, and the right of all local governmental bodies, to have control over the issues that face their communities; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby urge state leaders to delete the provisions related to collective bargaining from the Budget Repair Bill; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors does hereby direct the Board Clerk to prepare the following letter for signature by the Board President on behalf of the Milwaukee Board of School Directors and to transmit this letter to Governor Walker and to State Senators and Legislators:

Dear Governor Walker, Senators and Representatives:

We respectfully urge you to reconsider and delete the proposal in the Budget Repair Bill to severely restrict the collective bargaining process between local governmental bodies and their employees. This provision of your recommended bill is inconsistent with the Wisconsin tradition of local control over local community issues. In addition, it does not 'help achieve the prime goal we all share of providing cost-effective, quality public services for Wisconsin's people.

Public employees have offered to ~~accept~~ discuss your proposed health care and pension concessions to balance the budget if you will respect and preserve the collective bargaining process so basic to maintaining a strong middle class. We encourage you to accept the offer to discuss the compromise

offered by labor leaders. By doing so, all of the state and local budget savings in your proposed budget adjustment bill ~~will~~ may be realized and Wisconsin's historic commitment to the right of working 'people to organize and negotiate for fair wages and decent working conditions will be honored.

Skilled public employees and proactive public sector unions are vital for stable, cost-effective operations in municipalities, counties, school districts. and state programs. Effectively doing away with local collective bargaining is not something we have requested nor do we support it as a "tool" to solve our budget challenges. It is not in the best interests of Wisconsin communities.

We recognize the significant fiscal challenges facing state and local governments in the coming budget biennium. The leadership challenge we share as state and local leaders is how to work together to protect the public structures that are the foundation for strong local communities and fundamental to the continued prosperity, stability, and economic strength of our state. We ask the Governor, as the state's chief executive, to work within the existing collective bargaining framework and to convene a collaborative partnership of state leaders, local officials, and public sector workers to move forward and work together for the best interest of our state's future.

Resolution 1011R-023

by Directors Miller and Falk

WHEREAS, The *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states as a core belief that “children come first”; and

WHEREAS, Many charter schools are established with the mission of targeting student populations who are at-risk or have certain challenges such as special education needs, lack of English proficiency, or behavioral problems; and

WHEREAS, Schools who choose to work with challenged populations of students are evaluated under the same criteria as are schools whose student bodies are not predominantly challenged; and

WHEREAS, “Value added” is defined as that which has improved about students’ capabilities or knowledge as a consequence of their education at a particular school; and

WHEREAS, For students who face significant barriers to education, those items currently considered when evaluating a school may not necessarily reflect what adds value to their education; and

WHEREAS, For challenged students, achievements such as gaining English proficiency, learning to control behavior, or better dealing with a disability are what add value to their learning experience; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan that mandates the addition of local measures to the charter school evaluation process to allow the value added to be considered; and be it

FURTHER RESOLVED, That this plan be presented to the Board no later than the May 2011 Board cycle.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 9:58 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 3, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 5:36 PM.

Present—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—7.

Absent and excused—Directors Blewett and Voeltner—2.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

February 28, 2011

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, March 3, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to consider the following items of business:

1. Action on Proposed Contracts with Various Vendors for Technology Services To Be Funded in Part by the E-Rate Program

2. Action on Proposed FY12 Pupil Transportation Contracts

Please note that the Board will be accepting public testimony at this meeting before it takes action on these contracts.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on Proposed Contracts with Various Vendors for Technology Services To Be Funded in Part by the E-Rate Program

Background

1. Annually, the District participates in the federal E-Rate program, which provides partial funding to public K12 schools and public libraries to help defray the cost of telecommunications services. In addition, there is funding available for technology networks, selected hardware, and support services. The program is administered by the Federal Communications Commission (FCC).

2. Revenue of $10,559,857.89 is anticipated to support eligible services through this application for and receipt of E-Rate funds.

Administration's Analysis

3. The FCC's Schools and Library Division (SLD) (E-Rate) has a mandatory process that requires the district to seek vendors in a competitive manner and to sign contracts before filing any E-Rate applications, which are due by March 7, 2011.

4. The Administration will include in all contracts a non-appropriations clause that will provide that contracts are valid only upon the SLD's approval of the applications and upon the Board's approval of the District's share.

5. The contracts presented in the attachments to the minutes of your Committee's meeting total $12,409,073.24, of which $10,559,857.89 is expected to be reimbursed through the E-Rate Program. MPS is required to fund the remaining $1,849,215.35. Funding will be included in the appropriate fiscal-year budgets.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 7: The district's central services departments support student learning.

WTAM Strategy: Technology systems and tools support teaching and learning.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

8. This item authorizes expenditures not to exceed $12,409,073.24 for the period July 1, 2011, to June 30, 2014. Associated contracts will include non-appropriation clauses stipulating that the contracts are valid only upon the E-Rate approval of the applications and the Board's approval of the District's share during the annual budget process.

Administration's Recommendation

The Administration recommends that the Board approve the contracts under the federal E-Rate program, as are available under separate cover. Expenditures are not to exceed $12,409,073.24 for the period July 1, 2011 to June 30, 2014. Associated contracts will include non-appropriation clauses stipulating that the contracts are only valid upon the E-Rate approval of the applications and the Board's approval of the District's share during the annual budget process. The District's approved share will be in account TSV00TECTCEOTH (Other Expenses —Technology Services).

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—None.

* * * * *

(Item 2) Action on Proposed FY12 Pupil Transportation Contracts

Background

1. Transportation contracts serving regular, special education, and suburban students end this year. As a result, the Administration conducted a competitive procurement for these contracts by issuing requests for proposals in December 2010. Over 49,000 students are provided daily transportation service under these contracts.

2. The total for all services which the Administration is requesting authorization is $36.2 million. The FY12 budget request for these services is $36.8 million. The total FY12 budget request for transportation operations is $53.8 million. The remaining funds are budgeted for non-public service, suburban service contracted by suburban districts, various special education programs, homeless and shelter service, athletics, mid-day kindergarten, and extra-curricular and other miscellaneous programs. Authorization to enter into contracts for these services will be requested in future months.

Administration's Analysis

3. The Administration issued Request for Proposal (RFP) #711 for regular, suburban, and special education services. The RFP solicited proposals for 740 buses, comprising 340 small buses (16-22 passengers) and 400 large buses (23-72 passengers). This is 41 fewer buses than in FY11. The evaluation criteria for RFP #711 were 75% based on lowest price and 25% on quality service factors, such as facilities, equipment, maintenance operations, and staff and driver experience and training. The maximum award was set at 259 buses, or 35% of the award. The term of the award is for three years.

4. Vendors submitted three cost factors: daily base rate, hourly rate, and a per-mile rate for both their small and large bus fleets. In order to provide a comparative cost analysis based on the required criteria, a price for each bus to be awarded was calculated for each vendor, based on these components. This price comprised 75% of the award criteria. A team of five evaluators scored each company on the quality service factors listed above. The optimal score was 25 points. The highest score was 24 points, while the lowest score was 16 points.

5. To provide a comparative cost basis, for each point less than 25, $2.67 was added to the base rate. A revised daily price was calculated for each bus and vendor. The final award was based on the lowest price for each bus, based on the recalculated rates; however, the actual price that the district will pay each vendor is based on the initial rates submitted in their proposals, not the recalculated rates.

6. Twelve vendors submitted proposals. The number of buses awarded and the rates for each vendor can be found in the document provided under separate cover. The evaluation score for each vendor is also included.

7. New for FY12 are requirements to have both GPS and electronic child-check systems installed on all buses. In addition, the district required the minimum hourly wage for bus drivers to increase by $1.00, from $11.00 to $12.00 per hour. The benchmark rate established for fuel was also increased, from $2.45 to $3.00. This reduces the district's exposure to higher fuel prices. These requirements were included in the RFP and will not require any additional expenditure.

8. The Administration is requesting that the School Board authorize the administration to enter into contracts for regular, special education, and suburban services as summarized in Table 1 below.

TABLE 1

	Number of Buses			Regular, Special Ed, Suburban Cost	
Contractor	Total	Large	Small	One-year	Three-year
Atlas	28	12	16	$1,439,226	$4,461,600
Dairyland	114	74	40	$5,553,021	$17,214,365
Durham*	130	30	100	$6,249,243	$19.372,653
First Student	161	53	108	$8,414,649	$26,085,411
Illinois Central*	59	34	25	$2,778,136	$8,612,221
Lakeside Bus	154	86	68	$7,339,595	$22,752,744
Lamers Bus	14	11	3	$680,353	$2,109,094
Riteway Bus	40	10	30	$1,835,439	$5,689,860
Spec Care	40	30	10	$1,866,029	$6,784,689
Totals	740			$36,155,691	$113,082,637

*New Vendors

9. Table 2 compares the number of buses and annual cost for FY11 with the projected amount in FY12. In addition, the number of years that MPS has contracted with each vendor is provided. The average cost per bus increased by 1.3%, from $48,232.19 in FY11 to $48,859.04 in FY12.

TABLE 2

Contractor	Number of Years	FY11 to FY12 Comparison			
		FY11		FY12	
		Number of Buses	Annual Cost	Number of Buses	Annual Cost
Atlas	15 years	38	$1,921,136	28	$1,439,226
Bee Bus	32 years	60	$3,005,673	0	$0
Dairyland	23 years	95	$4,321,526	114	$5,553,021
Durham*	New Vendor	0	$0	130	$6,249,243
First Student	33 years	158	$8,054,670	161	$8,414,649
Illinois Central*	New Vendor	0	$0	59	$2,778,136
Joy Farm	40 years	41	$1,903,109	0	$ 0
Johnson	27 years	12	$598,124	0	$ 0
Lakeside Bus	22 years	176	$8,426,807	154	$7,339,595
Lamers Bus	23 years	152	$7,147,336	14	$680,353
Riteway Bus	22 years	10	$543,745	40	$1,835,439
Spec Care	20 years	39	$1,747,216	40	$1,866,029
Totals		**781**	**$37,669,342**	**740**	**$36,155,691**

10. All bus companies are required to purchase goods and services — such as fuel, equipment, and services — equal to 3.5% of the value of their contracts from certified HUB firms. The total HUB purchases for FY12 are projected at $1.3 million.

HUB Info

Certified..... No
Total # of Employees ..... NA
Total # of Minorities ..... NA
Total # of Women ..... NA
Required.....3.5%
Submitted 3.5%
$ Value $1,265,449
Type of Business .....Transportation
Type of Purchase..... Service

11. Pursuant to the Milwaukee Board of School Directors' action of April 21, 2005, the Administration is required to provide the results of the State Patrol's inspection of school buses. The State Patrol inspects each company's buses annually. Bus companies must complete the repairs and certify that defects noted during the safety inspection have been repaired and corrected. Many minor repairs are completed during the inspection period and certified by the inspector at that time. This is noted as "Repaired During Inspection" (RDI). Below is a summary of the most current inspection results.

Contractor	# of Buses	# of Buses Approved	# of Buses Disapproved	# of Re-inspections Required	# of RDI	# of Approved	Pct. Disapproved
Atlas	70	67	3	0	3	96%	4%
Bee	66	57	9	0	9	86%	14%
Dairyland	115	112	3	0	3	97%	3%
Johnson	88	88	0	0	0	100%	0%
Joy Farm	44	44	0	0	0	100%	0%

Contractor	# of Buses	# of Buses Approved	# of Buses Disapproved	# of Re-inspections Required	# of RDI	# of Approved	Pct. Disapproved
First Student	275	239	36	0	36	87%	13%
Lakeside	274	262	12	0	12	96%	4%
Lamers	173	154	19	0	19	89%	11%
Riteway	10	8	2	0	2	80%	20%
Spec. Care	39	39	0	0	0	100%	0%
Totals	1,154	1,070	84	0	84	93%	7%

12. The Board established a goal of an 85% approval rate for buses to pass the State Patrol's inspections. This was accomplished in FY11.

Strategic Plan Compatibility Statement

13. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: Central Services supports student learning.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

14. Contracts are being presented to the Board pursuant to Administrative Policy 3.09.

Fiscal Impact Statement

15. This item does not authorize expenditures. Total cost for these contracts in FY12 is $36,155,691. For the three-year term, the total cost is estimated to be $113,082,637. Final authorization will be given with the adoption of the FY12 budget. The contract amounts are within the FY12 budget request of $36,783,188. Depending on student enrollment through the spring and summer, the Administration may need to adjust the FY12 bus routes and, subsequently the bus contracts.

16. Funds were included in the FY12 transportation budget request for the services described. The accounts are as follows:

Service	Amount	Budget Code(s)
Regular/Suburban	$ 21,589,011	RTS-0-0-TRS-DW-EPPT0000
	$ 4,538,597	SM1-0-0-TRS-DW-EPPT0000
	$ 150,590	RTS-0-0-TRS-DW-EVSPFPUB
	$ 26,278,198	
Special Education	$ 900,000	TED-0-0-TRS-DW-EPPT0000
	$ 9,604,990	RWT-0-0-TRS-DW-EPPT000
	$ 10,504,990	

Implementation and Assessment Plan

17. Bus contracts are for FY12 and will take effect on July 1, 2011.

Administration's Recommendation

The Administration recommends the Board approve the contracts provided under separate cover, as summarized in the table below. Contracts will be for three years. Contract implementation is contingent upon the Board's granting final expenditure authority with the approval of the FY12, FY13, and FY14 budgets.

TABLE 1

	Number of Buses			Regular, Special Ed, Suburban Cost	
Contractor	Total	Large	Small	One-year	Three-year
Atlas	28	12	16	$1,439,226	$4,461,600
Dairyland	114	74	40	$5,553,021	$17,214,365
Durham*	130	30	100	$6,249,243	$19.372,653
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Riteway Bus	40	10	30	$1,835,439	$5,689,860
Spec Care	40	30	10	$1,866,029	$6,784,689
Totals	740			$36,155,691	$113,082,637

*New Vendors

Director Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence and Thompson—5.

Noes—Director Woodward—1.

Voting "present"—President Bonds—1.

* * * * *

The Board adjourned at 6:48 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 22, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 7:07 PM.

Present—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

March 18, 2011

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 7:00 p.m. (or immediately upon adjournment of the Committee on Legislation, Rules and Policies scheduled to begin at 6:30 p.m.) on Tuesday, March 22, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive, to consider, and to take action on various Reports of the Independent Hearing Officers of the Board of School Directors (student expulsion reports);
2. to confer with legal counsel concerning strategy with respect to litigation in which the Board is or is likely to become involved; and
3. to receive and consider an update on collective bargaining negotiations strategy with respect to contract negotiations with the Administrators and Supervisors Council (ASC).

With regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons.

In regard to Item 2, above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

With regard to Item 3, above, the Board, pursuant to Wisconsin Statutes Section 19.85(1)(e), may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining unit mentioned above.

The Board may reconvene in open session to take action on matters discussed in executive session and to continue with the remainder of the agenda.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Additional February 2011 Reports of Student Expulsions

Because more than 30 days will have passed between the regular February 2011 and March 2011 Board meetings, the 26 reports of the Independent Hearing Officers of the Board of School Directors for the following dates and times have been forwarded under separate cover for the Board's consideration and determination:

February 22, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
February 23, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
February 24, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
February 25, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
February 28, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 1, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 2, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 3, 2011, 11:30 a.m. and 2:00 p.m.
March 4, 2011, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

These reports will be included in the monthly expulsion summaries for March 2011.

Director Voeltner moved to accept the reports of the Independent Hearing Officers of the Milwaukee Board of School Directors of the dates listed.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

With respect to Items 2 and 3, Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(g), for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved; and pursuant to Wisconsin Statutes Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining unit mentioned above.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board retired to executive session at 7:14 PM.

The Board adjourned from executive session at 8:31 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 25, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 5:04 PM.

Present—Directors Blewett (5:10 PM), Falk, Miller, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Petersons—1.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

March 24, 2011

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 5:00 p.m. on Friday, March 25, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on the ratification of a negotiated labor agreement between the Milwaukee Board of School Directors and the Administrators and Supervisors Council (ASC) and the extension of all relevant changes and benefits to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet-level personnel.

LYNNE A. SOBCZAK
Board Clerk

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin
March 25, 2011

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining unit:

Administrators and Supervisors Council (ASC) —
Four-year contract (July 1, 2009, through June 30, 2013)

Attached for your consideration please find a summary of the highlights of the tentative agreement reached with Administrators and Supervisors Council. If the Board decides to approve and adopt the

contract, the Superintendent recommends that the changes be extended to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet level personnel.

Sincerely,

Gregory E. Thornton Ed.D.
Superintendent of Schools

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and
the Administrators and Supervisors Council (ASC)
July 1, 2009, through June 30, 2013

1. Four-year contract (July 1, 2009, through June 30, 2013).
2. Mandatory direct deposit.
3. Increase in auto vandalism deductible.
4. Change of PPO third-party administrator to UnitedHealthCare.
5. Design changes in the PPO and EPO.
6. Implementation of employee premium contribution.
7. Effective 11/1/2011 — The EPO will be the only health plan option available to ASC.
8. Change in method of H&PM participations.
9. Elimination of CAP program.
10. Elimination of arbitration as part of the disciplinary process.
11. Modification of layoff/reduction-in-rank process to reflect selection based on qualifications, performance, skills, and competencies rather than seniority.
12. Elimination of red-circling.
13. No wage increase during the life of contract.
14. Employee pension contribution.

A complete package, including all tentative agreements, is available upon request.

* * * * *

Director Blewett moved to approve the contract with reservations; and that the administration negotiate a memorandum of understanding with the ASC, the following to be considered before employees will be selected for layoff: qualifications, performance, skill, competencies, with due consideration to seniority where in the Board's discretion employees are relatively equal in these areas.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to approve the motion of Director Blewett and to create a seven member joint labor-management committee—three members of the ASC, three members of the administration and the Board President or his or her designee—to consider seniority, due process and evaluation matters.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Voeltner, Woodward and Vice President Blewett—6.

Noes—Directors Spence and Thompson—2.

President Bonds resumed the Chair.

The Board recessed from 5:25 to 5:37 PM.

The Board adjourned at 6:23 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 31, 2011

Regular meeting of the Board of School Directors called to order by President Bonds at 6:45 PM.

Present—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence to commemorate the passing of two Milwaukee Public Schools students:

- Jekeya Washington, a 5th-grade student at Green Bay Avenue, who passed away on Saturday, February 12, 2011, and
- Oshay Shaffer, a 9th-grade student at Bay View High School, who was killed on Friday, March 25, 2011.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

RONALD J. VAVRIK
Retired MPS Administrator

Ronald J. Vavrik devoted 29 years to Milwaukee Public Schools in a number of capacities, including Audit Supervisor, Director of General Accounting, Director of Internal Audit, Acting Assistant Secretary-Business Manager, Interim Secretary-Business Manager, Interim Director of Governance Affairs/Board Clerk, and Chief Auditor. He recently retired from the district as the Director of Finance, a position he had held from 2008. In this important role, he was responsible for the financial operations of the district, including budget, general accounting and financial reporting, payroll, accounts payable, cash management, and categorical accounting and procurement. Through his work and expertise, he had a positive impact on the lives of countless students enrolled in the district and their families, MPS employees, and the citizens of Milwaukee. His work and decision making have consistently focused on putting the educational needs of children first and ensuring that the classroom remains the most important place in the district.

Mr. Vavrik has steadily engaged in professional development throughout his career. His educational and professional licenses include Certified Public Accountant, Wisconsin Department of Public Instruction School Business Manager license, a Bachelor of Science in accounting from Southern Illinois University-Carbondale, and a Master of Science in Business Management from University of Wisconsin-Milwaukee.

In addition to his extensive studies, Mr. Vavrik remained on the cutting edge of his field through various professional activities and affiliations. He was an active member of the Council of Great City Schools' Business Managers Association, Wisconsin Society of Certified Public Accountants, International Association of School Business Officials (ASBO), and the Government Financial Officers Association. He lectured during seminars at the annual ASBO meetings and for both the University of Wisconsin and Marquette Graduate Schools on subjects relative to the financial management of school systems and fund-accounting computer application systems.

Some of Mr. Vavrik's major responsibilities and accomplishments as an employee of Milwaukee Public Schools include the following:

- establishment and direction of the district's audit function;
- expansion of the audit function to include performance audits and evaluations;
- development of the internal capacity for in-house publishing of the Proceedings of the Milwaukee Board of School Directors;
- service as the district's parliamentarian and the Board's liaison to various external and internal committees;
- coordination of the legal affairs of the Board by acting as the Board's liaison to the Board's attorney and coordination of the Board's obligation to hold due-process hearings for teaching and administrative personnel; and
- refinancing the district's callable bonds to effectuate cost-savings of over $4 million over the term of the bonds.

Over the years, Mr. Vavrik served as the Milwaukee Board of School Directors' representative on the following committees: Joint Review Board (Tax Incremental Districts), Compact for Educational Opportunity — Coordinating Committee, Compact for Educational Opportunity — Operations Committee, Administrators Educators Council, MPS Facility Advisory Committee, ASC Pension Committee, Retirement Committee for the MPS Early Retirement Supplement and Benefit Improvement Plan, Superintendent's Cabinet, Superintendent's Budget/Planning Work Group, Executive Technology Review Committee, and Compensation Administration Committee.

The Milwaukee Board of School Directors and the entire school community recognize Ronald Vavrik for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of Milwaukee Public Schools.

National Board-Certified Teachers

In January, the Board was presented with the names of the 11 MPS educators who are among the list of 101 in Wisconsin who earned certification this year through the National Board for Professional Teaching Standards.:

- Marci Babb-Mosur, Congress Elementary School, Exceptional Needs Specialist — Early Childhood through Young Adulthood

- Jeannette Bahr, Victory Elementary School, Literacy: Reading-Language Arts/Early and Middle Childhood
- Bridget Cassidy, Vieau Elementary School, English as a New Language/Early and Middle Childhood
- Sarah Halverson, Milwaukee Sign Language Elementary School, Generalist — Early Childhood
- Dorothy Hancock, Rufus King High School, Science — Adolescence and Young Adulthood
- Stephanie Hanney, Trowbridge Street Elementary School, Generalist — Middle Childhood
- Todd Hartwig, Brown Street Academy, Generalist — Middle Childhood
- Jaime Hoenisch, Bradley Technology & Trade High School, Exceptional Needs Specialist — Early Childhood through Young Adulthood
- Shannon Kowalke, Allen-Field Elementary School, Exceptional Needs Specialist — Early Childhood through Young Adulthood
- Patricia Pingitore, Dover Street Elementary School, Generalist — Early Childhood
- Kathy Xiong, Burbank Elementary School, Generalist — Early Childhood.

At its March 2011 regular meeting, the Board will formally recognize these outstanding educators.

National Board Certification is the highest credential teachers can attain in the United States. National board certification is a voluntary program designed to develop, recognize, and retain accomplished teachers. Certification is achieved through a rigorous 10-part performance assessment that includes video portfolios, analysis of classroom practice, and evaluation of content knowledge. The assessments typically take from one to three years to complete. There are now 62 National Board-Certified Teachers in Milwaukee Public Schools.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 3, 15, and 24, 2011, were approved as printed.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 36 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Thompson moved to accept the reports of the Independent Hearing Officers of the Milwaukee Board of School Directors of March 7, 8, 9, 10, 14, 15, 16, 17, 18, 21, 22, 23, 24, and 25, 2011.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Report #1, Item 1, a request to approve the charter school concept of the School of Media and Communications at the Milwaukee Campus for Technology, Trades and Media (formerly Custer High School), including a waiver of a portion of Administrative Policy 9.12, Charter Schools, and the approval of the Citadel Group as the restart partner;

Innovation/School Reform Committee, Report #1, Item 2, a request to waive a portion of Administrative Policy 9.12, Charter Schools, and to approve the charter school concept for a Non-Instrumentality Charter Comprehensive High School at North Division, including approval of Mosaica as the restart partner;

Innovation/School Reform Committee, Report #1, Item 3, a charter school proposal from the Kathryn T. Daniels University Preparatory Academy, including waiver of Administrative Policy 9.12, Charter Schools, section (5)(b) to allow the school to open in the 2011-12 school year;

Accountability/Finance and Personnel Committee, Item 1, monthly finance and facilities matters: award of contracts; authorization to make purchases; acceptance of the report of revenues and expenses; monthly expenditure control report; report on administrative and school fund transfers; report on contracts under $25,000; report on vendors with cumulative contract amounts over $50,000; and acceptance of donations;

Accountability/Finance and Personnel Committee, Item 6, a request to waive Administrative Policy 5.01(8)(b) and to merge Hopkins Street School and Lloyd Street School, to be effective with the beginning of the 2011-12 school year;

Accountability/Finance and Personnel Committee, Item 13, a request to waive Administrative Policy 5.01(8)(b); to relocate the Thirty-Fifth Street K-8 School educational program to the Milwaukee Campus for Technology, Trades, and Media; and to close the Thirty-Fifth Street School facility at the end of the 2010-11 school year;

Accountability/Finance and Personnel Committee, Item 15, a request to further explore cost-effective options for elementary school nutrition services and request for approval of improvements to serving facilities at secondary schools;

Accountability/Finance and Personnel Committee, Item 16, update and possible action on negotiating strategies for the sale, or other disposition of, district real estate located at 4601 North 84th Street and 1940 North 36th Street;

Accountability/Finance and Personnel Committee, Item 17, action on an option to purchase real estate located at 2623 North 38th Street by Milwaukee College Prep; and

Strategic Planning and Budget Committee, Item 1, update and possible action on the Governor's 2012-2013 Budget and its possible impact on MPS's FY12 budget.

On the motion of Director Thompson, the balance of the reports of the standing committees was accepted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report on Communication 1011C-011 from Mr. Josh R. Zimmers Requesting a Hearing Regarding the Implementation of MPS Specialty and Charter School Programs

At its meeting on February 24, 2011, the Board referred the following communication to the Committee on Parent and Community Engagement:

The Office of Board Governance
P.O. Box 2181
Milwaukee, WI 53201-2181

February 15, 2011

Josh R. Zimmers
2733 South Howell Avenue
Milwaukee, WI 53027

To Whom It May Concern:

I am writing to request a public hearing on district actions that impede the fidelity of implementation of the education programs in the Specialty (Montessori, IB, Language Immersion, Arts, etc.) and Charter Schools (each with an education program described in their contract) within Milwaukee Public Schools. The continued marketing and enrollment of students into these schools intentionally misleads parents and the

community at large. Mandated curriculum, instruction, professional development and trainings, as well as the forced purchase of MPS adopted textbooks impede the schools' ability to offer their education programs as advertised.

Sincerely,

Josh R. Zimmers

Committee's Report

Your Committee reports having given hearing to Mr. Zimmers and other interested parties.

* * * * *

(Item 2) Report on Communication 1011C-012 from Mr. John N. MacDonough Requesting a Hearing Regarding the Intergovernmental Cooperation Agreement with Lynde & Harry Bradley Technology and Trade School

At its meeting on February 24, 2011, the Board referred the following communication to the Committee on Parent and Community Engagement:

February 22, 2011
[via email]

I am writing on behalf of the Bradley Tech High School Commission to request a public hearing on district actions that may impede the existing Intergovernmental Cooperation Agreement with Bradley Tech High School.

Sincerely,

John N. MacDonough
Commissioner
Bradley Tech High School Commission

Committee's Report

Your Committee reports that this communication was withdrawn by a representative of Mr. MacDonough at the time of your Committee's meeting.

* * * * *

(Item 3) Report and Possible Action on District Parental Involvement Activities for February 2011

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

1. February 3, 2011

   District Advisory Council (DAC) School Delegate Meeting

   The DAC for the month of February was cancelled due to inclement weather.

   During February 2009-2010 school year, there were a total of 44 parents, staff, and community members present, representing 34 schools.

2. February 3, 2011

   Region Parent Meetings

   The Region Parent meetings were cancelled due to inclement weather.

3. February 5, 2011

   - *Head Start Policy Council*

     The Head Start Policy Council held its monthly meeting, which focused on the approval of the procedures and criteria for eligibility, recruitment, selection, enrollment, and attendance, as well as services-area plans and the 2011-2012 Head Start budget and schools sites.

     There were 13 parents in attendance at the meeting.

   - *Parent Meetings*

     During the month of February, there were parent meetings at each site. The topic for the February meeting at each site was oral health. There were 158 parents present for the parent meetings.

4. February 8, 2011

   School Parent Coordinators' Meeting

   The district provides support to the parent coordinators by conducting meetings on information and resources that help support parents. The February meeting focused on parent assistant and navigating the MPS Portal. The information provided will help the parent coordinators support parents.

   There were 45 participants present, representing 27 schools, Central Services, and community organizations.

5. February 9, 2011

   Parent-Teacher Association (PTA) Milwaukee City Council

   The PTA/PTSA Milwaukee City Council meeting took place at Central Services. The topics for the February meeting focused on the duties of the PTA treasurers and various parent group budgets.

   There were 6 parents present.

6. February 10, 2011

   Head Start Policy Council

   The Head Start program conducts an annual self-assessment. Head Start parents are part of the committee that conducts the self-assessment. Four parents from the Head Start Policy Council members participated in a training to prepare for the self-assessment.

7. February 10, 2011

   District Advisory Council (DAC) Executive Committee

   The meeting focused on devising the March DAC delegate meeting agenda, providing updates on the Region V Parent Professional Development Conference, and a discussion on the meetings of the Milwaukee Board of School Directors that will be held in regard to the budget overview for the district.

   There were four DAC executive members and one MPS staff present.

8. February 16, 2011

   Families First: District Parent Professional Development

   On the third Wednesday of the month, the district offers workshops/information sessions for parents. During the month of February, parents received information on cultural competency. The interactive session was presented by Nore Hare, National PTA Service Representative.

There were 32 participants: 22 of them were parents, and 10 were staff and/or community members, representing 19 schools.

During February 2009-2010 school year, a total of 13 participants representing eight schools were present.

9. February 19, 2011

I Am an Informed Parent!

Safe Schools/Healthy Students held a session for parents, which focused on bullying, cyber bullying, and internet safety. The presenters were from the MPS Violence Prevention Office and the Milwaukee Police Department. An Assistant District Attorney was also present and presented information on the brain and how bullying affects student learning, the legal consequences of bullying, and the misuse of the internet, and sex-ting.

There were 34 parents representing 13 schools (12 MPS and one non-MPS).

District Parent Resource Centers

MPS has two District Parent Resource Centers. One center is located inside the Phillis Wheatley Elementary School, and the other center is located inside Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

1. District Parent Resource Center: Phillis Wheatley

   a. Technology Classes. Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, and the Mavis Beacon typing program. They are encouraged to utilize the computer lab for MPS resources such as using the Parent Assistant, the District Events Calendar, viewing school websites, communicating with their child's school staff, and any other available resources.

      A total of 13 parents visited the center during the month of January for the technology classes. Two of the 13 parents are new parents to the center.

   b. Adult Learning/GED. District staff met the month of February to plan for opportunities to offer GED to parents in the district.

   c. Financial Literacy. District staff connected with organizations that offer financial literacy classes for parents. Planning for classes to take place are underway.

   d. Nurturing Family Class. This class is for parents to explore creative ways to nurture, support, and encourage positive behaviors using the Nurturing curriculum.

      There were three families that attended the class this month.

   e. Nurturing Fathers Class. This class is designed to support fathers in unlocking doors to their children's potential by developing nurturing attitudes and skills.

      There were no fathers that attended the class this month.

2. District Parent Resource Center: Walker Multiplex

   a. English as a Second Language. Parents are provided the opportunity to participate in ESL classes at many different levels. The center offers classes Monday, Wednesday and Friday during the day. There were 39 parents for the Monday, Wednesday and Friday classes.

   b. Technology. Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word and the Mavis Beacon typing program. Parents are also encouraged to utilize the lab for MPS and community resources. There were 15 parents that utilized the center for technology this month.

c. Zumba/Math. The center recognizes the need to provide information to parents on healthy habits. Every other week parents have the opportunity to participate in Zumba to reinforce healthy life habits. On the alternate week parents engage in hands-on math experiences that reinforce learning at home. Seven parents attended the classes during the month.

d. Evening/Weekend ESL Classes. There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. There were 56 parents for the evening and Saturday classes.

e. Nia Dance/Science. Nia is a holistic fitness program that draws from different sources, such as jazz, modern dance, tae kwan do, and tai-chi, plus the healing arts. The program teaches how to deal with daily concerns by enabling the body to relax. Five parents participated in Nia this month.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP)

During the month of January, 4,204 participants (1,648 families) took part in HIP-sponsored events. These events included Family Gathering Nights, BOB's (Big On Books), and other HIP events. Parent Involvement Coordinators handed out 57,565 flyers in an effort to communicate the importance of parental involvement and to promote these events. In addition, 1,200 volunteer hours were performed by HIP parents.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY).

During the month of January, the HIPPY program conducted 526 home visits to 264 families. The HIPPY program held its monthly family gathering night. There were 153 participants present, representing 37 families.

* * * * *

(Item 4) Report and Possible Action on Parent Dispute Resolution System (PDRS) Data

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Special Education Oversight Action Plan (SOAP) has three essential components, one of which is the provision to parents of information and a parent-friendly system to encourage early resolution of parental concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school-related topics.

2. The following information provides an overview of parental dispute options in parent-friendly language.

HOW TO RESOLVE SPECIAL EDUCATION COMPLAINTS AND DISAGREEMENTS WITH YOUR SCHOOL

Milwaukee Public Schools wants to help parents and families find solutions when there is a problem or disagreement about special education. We call this process "*Dispute Resolution*." By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS personnel working on your complaint are required to keep the information confidential. A brochure explaining this process is available from your child's school or from the Parent Information Center.

Step	Action	Outcome
1. Where Should I Start My Complaint?	Contact the school principal. You may make a verbal or written complaint. The school will log the complaint and give you a copy for your records.	An attempt will be made to resolve the complaint within five days. If the principal cannot resolve the complaint within five days, a request for assistance will be made to the Special Education Leadership Liaison.
2. What If I Am Not Comfortable Taking My Complaint To The School?	You can always visit or call the Parent Information Center at 475-8467 or visit the Parent Information Center at MPS Central Services, Room 135, 5225 West Viet Street. Staff will talk with you about your complaint. They will give it either to your principal or to some other school person who can help with the problem.	The Parent Information Center will help you write down your complaint. They will also write down how the problem was fixed. If your problem is given to someone else, the Parent Information Center will write down whom it was given to and how to contact them. If you give your complaint to the Parent Information Center, they have 24 hours (or one school day) to give it to the right person to start to solve the problem.
3. What Will The Special Education Leadership Liaison Do?	The Special Education Leadership Liaison (SELL) has no more than five school days to either solve the problem or explain to you why the complaint is without merit or basis.	You will be informed about the resolution of the problem or why there appears to be no basis to your complaint. You will receive a written determination, if there seems to be no basis.
4. What Other Resources Are Available To Help Me Resolve My Dispute?	Parent Information Center — (414) 475-8467	Staff from this office will be available to help you follow up on your complaint. Assistance is also available from this office to help you prepare for and attend IEP team meetings.
5. What If I Am Not Satisfied with the Resolution of My Complaint by the School or by the Special Education Leadership Liaison?	You can contact the Special Education Ombudsman, Mrs. Lynne Sobczak, at (414) 475-8284.	The Special Education Ombudsman has been authorized by the Milwaukee Board of School Directors to have all necessary authority to ensure that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission.
6. What Are My Other Options?	This new process for special education is in addition to all the other options you have as a parent. Your IEP team can advise you about all of the following procedural safeguard options. You will have access to the following options:	

Step	Action	Outcome
	Advocate	The opportunity to receive the assistance of an Advocate to help you understand your rights and to help you express your point of view. A list of current advocacy resources is available from your child's school.
	Facilitated IEP	The right to use the Wisconsin Special Education Mediation System for facilitated IEPS. WSEMS offers a neutral, trained professional from the roster of mediators to facilitate IEP team meetings. The facilitator helps IEP team participants maintain open and effective communication, keeps team members on task, and facilitates the resolution of conflicts that arise in the development of the IEP. Either the parent or the school district may request IEP facilitation by contacting WSEMS; but both parties must agree to the facilitation, and either party may withdraw its agreement. Contact WSEMS at: WSEMS Burns Mediation Services P.O. Box 107 Hartland, WI 53029-0107 888-298-3857 (Toll Free Voice) 262-538-1618 (TTY) Fax: 262-538-1348 http://www.wsems.us/contact.htm
	Administrative Review	Review, facilitated by Equitable Educational Opportunities Liaison, of IEP team document by Special Education Leadership Liaison, Special Services Supervisor. Purpose of the review is to determine what, if any, additional information should be collected by team to resolve parental dispute.
	IDEA Complaint	The right to file an official IDEA complaint with the Wisconsin Department of Public Instruction. An IDEA complaint must be in writing and sent to: Dept. of Public Instruction Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563
	Mediation	The right to use the Wisconsin Special Education Mediation System. Mediation is a voluntary process that allows parents and the school to informally work out differences that they have about a child's special education needs with the help of a neutral third person, a mediator. Call (414) 288-1425
	Independent Educational Evaluation	The right to get a second opinion if you don't agree with the evaluation conducted by your child's school. To learn more about how to request this, talk to your child's IEP team

Step	Action	Outcome
	Resolution Session	When the parent or the district requests a due-process hearing, the law requires that the district and the parents sit down and discuss the basis of the due-process request before the hearing. This is an opportunity to review the facts and determine if a more timely resolution can be sought.
	Due-Process Hearing Request	The right to use a legal process to have a hearing officer evaluate the situation. You can find out about filing due process by calling one of the advocacy groups listed on a brochure available from your school or by calling or writing to DPI at:: Dept. of Public Instruction Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

3. The district has identified five days as the target amount of time in which to resolve each PDRS complaint. In order to support school leaders in achieving the five-day target for each PDRS complaint, Central Services staff are notified immediately in order to offer support to address the complaints. The following staff receive notifications automatically via e-mail on the first day of the filing of the complaint with the expectation of immediate action:

a. educational leader of school;

b. appropriate regional executive;

c. special education leadership liaison (special education student only);

d. Department of Specialized Services's Equitable Education Opportunity Liaison

4. Additional oversight and follow-up are provided as follows:

a. A weekly report summary of unresolved complaints is forwarded to the regional executives through the Director of School Support and Accountability with the expectation of immediate follow-up with the school leaders.

b. A weekly report summary of unresolved complaints is forwarded to the SELLs through the Director of Specialized Services with the expectation of immediate follow-up with the school leaders.

c. The Department of Specialized Services's Equitable Education Opportunity Liaison follows up and confirms action taken.

5. Recent upgrades in the district data system have created some opportunities to address PDRS data in different ways. The Department of Specialized Services has taken this opportunity to revise some of the report formats to better fit the needs of the district. Attachment #1 to the minutes of your Committee's meeting contains data that is being reported to the Board on a monthly basis. In order to more clearly identify cases at risk of not being resolved by the targeted fifth day, this report now also identifies open cases, with numbers of days open, as well as closed cases and numbers of days to close. The new report provides district leadership with the pre-emptive information to assist schools in a more timely manner to meet the targeted five-day resolution timeline. The changes in reporting and response to the new data have assisted in reducing the number of open cases by half from the February 1, 2011, reporting date to the present.

6. The new reporting, tracking, and support systems that are in place have assisted district leadership in identifying opportunities for professional development in the following areas:

- technical assistance for school leaders in efficiently navigating the PDRS data system and in increasing their skills to report issue resolution in a timely manner;
- assistance in problem-solving skills, parent-staff communication, IEP-placement activities, IEP-implementation requirements, discipline and positive-behavior-support requirements, and school records policies and procedures.

7. The following information provides a school-year-to-date report of the Parent Dispute Resolution (PDRS) data (see also Attachment #1 to the minutes of your Committee's meeting).

Parent Dispute Resolution System Data — 2010-2011 Academic Year				
Month	Total complaints — All Students	Average Time to Close	Monthly Change	% Special Ed
December	64	12.9		
January	95	12.4	-0.5	62.1
February	132	13.8	+1.4	62.1
March	149	13.9	+0.1	64.4

Most Often Occurring Issues Related to Special Education

MPS Appeal (School Assignment).....27%
Personnel 21%
IEP 20%
Safety.....11%
Assault.....6%

* * * * *

(Item 5) Informational Report and Possible Action on Services to Students With Disabilities In the Least Restrictive Environment (LRE)

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Best practices and research strongly support education in the least restrictive environment with access to the general curriculum because they contribute high expectations and achievement outcomes for students with disabilities.

2. The strong preference in the law is that the child be educated using the general education curriculum in the regular education classroom. The Milwaukee Public Schools is committed to ensuring that all students receive high-quality educational services and that students with disabilities receive as many services as are appropriate in classrooms and other educational environments with their non- disabled peers.

LRE for Higher Outcomes

3. As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the *least* restrictive environment. The plan includes implementation of an LRE Demonstration Schools Project, to be implemented during Spring 2011, as well as a larger district-wide plan for professional development and support for all MPS schools, to be fully implemented during the 2011-12 school year. The overall goals of the plan are to:

a. identify, develop and implement a variety of LRE models (research-based) within the following 16 identified LRE Demonstration MPS schools (representing a variety of levels and types of schools):

South Division	Craig
Lad Lake Synergy	Grant
Spotted Eagle	Hartford Avenue
Kilmer	Humboldt Park
Audubon	Keefe Avenue
Northwest Academy	Ninety Fifth
Allen Field	Thirty Fifth
Cooper	Vincent

b. increase by 50% at each demonstration school, the percentage of students removed from their non-disabled peers less than 21% of the time by June 2010;

c. document descriptions of building-wide LRE best practices for district-wide dissemination, including identification or creation of a video record of model LRE classrooms and model LRE schools;

d. strengthen the bond among general and special education teachers and support personnel through implementation of professional development in key strategies for successful LRE-differentiated instruction, co-teaching, and effective planning;

e. provide professional development to support the link between the Comprehensive Literacy Plan and LRE decision making to increase access to the general literacy curriculum and literacy best practices in the general education classroom for students with disabilities and to replicate this model in all curricular areas;

f. identify system-wide and school-based barriers to LRE and to implement solutions;

g. improve the use of LRE data, along with academic outcomes data, as tools to assist in making individualized IEP decisions that will lead to higher academic outcomes;

h. disseminate district-wide video recordings, sample planning and implementation materials, co-teaching resources, documents, and relevant publications of exemplar teaching and co-teaching practices;

i. develop school-based LRE targets for all MPS schools, to be included in the School Improvement Plans for the 2011-12 school year; and

j. develop oversight strategies for all schools, including school and classroom "look-fors," data reports, and data-analysis strategies for both building- and district-level administrators and supervisors to ensure the implementation of the IEP-LRE-required services and to monitor gains in achievement.

LRE Demonstration School Update — Needs Assessments

4. Inclusive schools have ten key elements in place that increase their ability to ensure that all students with disabilities are educated with their non-disabled peers in the least restrictive environment:

- commitment to the vision that "all children belong"
- a sense of community
- belief that diversity is to be valued
- special education in natural proportions
- services based on needs rather than labels
- support provided in general classrooms

- interdependence and support networks
- collaborating teachers
- combined resources
- curriculum which may be adapted as needed.

5. Demonstration Schools have each completed a needs assessment to determine their professional development needs and opportunities to assist them as they move forward. In the same way that each students with a disability has very individualized needs that must be met to be successful, schools also have individualized needs to insure their successful implementation of LRE within the school. Attachment # 1 to the minutes of your Committee's meeting is a sample of the staff needs assessment tool.

6. Two of the partnership schools that completed the survey have identified their individual professional development focus areas as follows (in order of self-identified priority):

Spotted Eagle:
1. Differentiated Instruction
2. Heterogeneous Group Instruction
3. Behavior Management

LAD Lake Synergy:
1. Co-teaching
2. Differentiated Instruction
3. Cooperative Learning

7. The Special Education Leadership Liaison and Special Education Supervisor are working with each school's LRE Team to identify resources and schedule professional development activities throughout the month of March. The Special Education Leadership Liaison, Special Education Supervisor, and diagnostic teacher will provide support and coaching within the school as the staff moves to strategize their changes in daily routines and culture as they move to broader implementation of LRE.

8. All demonstration schools are following the same series of activities and planning.

Least Restrictive Environment — IEP-at-a-Glance

9. Staff members from demonstration schools continue to identify opportunities for students with disabilities to access more special education services with non-disabled peers. IEP team meetings are being held for identified students to review and revise, if appropriate, LRE opportunities. Initial and annual IEP team activities are also targeting discussions relative to LRE considerations for all students within the school.

10. A critical factor that leads to a student's success in the least restrictive environment is the assurance that all adults and service providers know what supports and services are needed for the student to be successful. School- and district-wide professional development is targeting the use of the "IEP-at-a-Glance" document (Attachment # 2 to the minutes of your Committee's meeting) to ensure that all teachers (general education, special education, and school support staff are aware of individual students' needs and required services and supports to ensure success in every educational environment that each child with a disability accesses within the school. The IEP-at-a Glance document is developed electronically directly from the web-based IEP. Input from teachers and administrators has guided the development of a document that informs all staff of the critical service and support needs for individual students . The IEP-at-a-Glance is developed and distributed on a need-to-know basis to teachers and support staff, after every initial, re-evaluation, annual, or review/revise IEP

LRE Data

11. IDEA-2004 identified 20 indicators of performance that would help to steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. The State target data for this indicator, which were developed with input from a state-wide stakeholder group, provide each district with a target in each of the following identified categories:

Indicator #5A	Students removed from non-disabled peers less than 21% (of school time)
Indicator #5B	Students removed greater than 60% from non-disabled peers
Indicator # 5C	Students enrolled in separate schools, residential facilities, or homebound/hospital placements

12. The following data provide a district-wide snapshot of LRE data-relative services in discrete categories (defined by DPI and IDEA) and a comparison with the State target. This information will be used to set targets of improvement for the district and for all individual schools during the 2011-12 School Improvement Planning (SIP) Process.

IDEA — LRE Indicator #5 Data	5A — Less than 21%	5B — Greater than 60%	5C — Other Environments
State — Target	54.74%	11.2%	1.25%
MPS December 2010	24.75%	18.91%	1.68%
MPS January 2011	25.27%	18.38%	1.89%
MPS February 2011	25.38%	18.21%	1.98%
MPS March 2011	25.88	18.09	1.76%

13. An important outcome for students with disabilities is the annual development of IEPs (or more frequently as needed), which includes a review of the required special education services and related services. The IEP team carefully considers if special education services and supports are to be increased or decreased. One important outcome for some students is that, when the IEP team determines that student no longer requires special education services, that student becomes fully supported in general education. During the period of July 1, 2010, through March 1, 2011, a total of 407 special education students, were identified as no longer requiring special education or related services.

14. The Department of Specialized Services will continue to provide periodic reports regarding the plan of support for the implementation of special education program services in the least restrictive environment (LRE), along with an analysis of the LRE link to improved student outcomes.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following reports for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following reports:

REPORT #1

(Item 1) Action on a Request To Approve the Charter School Concept of the School of Media and Communications at the Milwaukee Campus for Technology, Trades and Media (Formerly Custer High School), Including a Waiver of a Portion of Administrative Policy 9.12, Charter Schools, and the Approval of the Citadel Group As the Restart Partner

Background

1. In early January 2011, the Citadel Group and two other vendors submitted charter school proposals to become MPS non-instrumentality charter schools for the 2011-12 school year for grades 6 and 9-12 at the Milwaukee Campus for Technology, Trades and Media (MCTTM), the former Custer High School facility.

2. On Tuesday, February 1, 2011, members of an MPS Administrative Review Team comprising Regional Executive Specialists, Administrative Reform Coach, and the Director of District and School Improvement met to review three charter school proposals for a school of media, which will replace Custer High School under the restart model adopted by the Milwaukee Board of School Directors, at MCTTM. At that meeting, each of the vendors presented their proposals to the Team.

Administration's Analysis

3. The consensus of the Administrative Review Team was that the Citadel Group had the best proposal to become an MPS non-instrumentality charter school. The Review Team believes that the Citadel Group's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement of the Citadel Group are that:

a. the organization of the school will be such that the total focus is on students increasing their intellectual assets and academic achievement;

b. a student-centered learning environment will be created based on mutual respect, in which students are treated as customers;

c. a high-performance learning environment will be developed based on the use of real-time instructional data to inform instruction and to guide resource allocation;

d. all students will be provided with their own computers and have 24/7 access to all learning resources;

e. the school, which will be a blend of online and project-based learning, will employ the latest technology; and

f. the model that we are implementing will include all 12 research-based dropout-prevention strategies advocated by the National Dropout Prevention Center/Network as appropriate for high schools.

Strategic Plan Compatibility Statement

4. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: The district supports high schools in providing career exploration opportunities to prepare students for the academic challenges of educational/career pathways.

WTAM applicable measureable objective: 75% of ninth-graders will graduate in 4 years.

Statute, Administrative Policy or Board Rules Statement

5. The approval of this item will require that the Board waive a portion of Administrative Policy 9.12, Charter Schools, section (5)(b), When to File Petitions and Proposals, to allow the School of Media and Communications to open as a non-instrumentality charter school at Milwaukee Campus for Technology, Trades and Media and to begin classes in the 2011-12 school year, instead of the 2012-13 school year, as the policy in question mandates.

Fiscal Impact Statement

6. This item does not authorize expenditures. The Administration will work with DPI to determine the appropriate allocation of School Improvement Grant (SIG) funds over FY12 and FY13, to be reflected in the proposed charter contract to be brought before the Board in April 2011.

Implementation and Assessment Plan

7. Upon the Board's approval, the Administration will begin the steps to negotiate a non-instrumentality charter school contract with the Citadel Group to be brought before the Board for approval in April 2011. The contract will include an allocation of SIG funds as approved by DPI.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 9.12, Charter Schools, section (5)(b), When to File Petitions and Proposals, to allow the non-instrumentality charter School of Media and Communications at Milwaukee Campus for Technology, Trades and Media to begin classes in the 2011-12 school year, instead of the 2012-13 school year;

2. approve the concept of the School of Media and Communications at the Milwaukee Campus for Technology, Trades and Media — a blend of online and project-based learning employing the latest technology; and

3. approve the Citadel Group as the Restart Partner for the School of Media and Communications at the Campus for Technology, Trades and Media.

The administration requested permission to withdraw the item.

Director Thompson moved to allow the withdrawal at the administration's request.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

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(Item 2) Action on a Request To Waive a Portion of Administrative Policy 9.12, Charter Schools, and To Approve the Charter School Concept for a Non-Instrumentality Charter Comprehensive High School at North Division, Including Approval of Mosaica as the Restart Partner

Background

1. The concept of redeveloping North Division High School began in January 2009, when the North Division Advisory Council (NDAC) began its work to develop a comprehensive high school at the North Division campus.

2. In January of 2010, the NDAC put forth a set of recommendations to "revitalize North Division High School." The goal was to open a school in the Fall of 2011, starting with a freshman class.

3. The first RFP (request for proposal) was posted in June of 2010, and the deadline subsequently was extended from August 17 to September 7, 2010. There was one valid proposal, which was evaluated by a team of community members and MPS administrators in October.

4. The lone vendor's proposal was rejected, and a new RFP was posted on November 2, 2010, with a December 3 deadline. Two proposals were then reviewed following the appropriate steps by the RFP 700 (rebid) evaluation team, which reported the scores to the Superintendent's office in late December.

5. Mosaica, the vendor with the highest score, was notified in January that its proposal to open up a charter school on the North Division campus would be recommended to the Milwaukee Board of School Directors. The "new" North Division High School will be replacing Milwaukee African American Immersion School under the Restart model.

Administration's Analysis

6. The RFP 700 (rebid) evaluation team found that Mosaica had the highest scoring proposal to become an MPS non-instrumentality charter school. The components of Mosaica's proposal that contributed to the evaluation team's endorsement of Mosaica are that:

a. Mosaica, which will serve as the Education Management Organization (EMO) for this project, will provide "whole-school operation" services to the school;

b. Mosaica's plan for North Division High School is that it will be a rigorous, research-based, comprehensive high school that will be tailored to the specific needs of the school and community;

c. enrollment will be open to all students currently enrolled in Milwaukee African American Immersion School (MAAI) who wish to attend;

d. Mosaica will undertake a concerted marketing/community outreach effort to highlight the positive changes which the school is undergoing and to recruit additional students for the school;

e. students who wish to attend the restart school will be required to sign a Code of Conduct which outlines expectations for student behavior, attendance, and participation, as well as expectations for parent/caretaker participation in supporting the students and the school as parental and community involvement. The Code will require students' commitment to the school and to their studies. It will not, however, require that students meet a standard of academic performance to enroll;

f. Mosaica has included best practices from school turnaround and transformation models and has been involved in more than 40 successful school turnarounds, transformations, and restarts. Mosaica combines its expertise across these different models to bring out the best in each school; and

g. Mosaica has been providing EMO services to charter schools for more than a decade and is fully versed in charter-school accountability requirements. It will establish an accountability plan for tracking and addressing the operational and academic needs of this restart school.

Strategic Plan Compatibility Statement

7. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community.

WTAM applicable measureable objective: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%.

Statute, Administrative Policy or Board Rules Statement

8. Approval of the recommendation will require that the Board waive Administrative Policy 9.12, Charter schools, section (5)(b), When to File Petitions and Proposals, to allow the non-instrumentality charter comprehensive high school at North Division to begin school in the 2011-12 school year, instead of the 2012-13 school year, as required in the policy.

Fiscal Impact Statement

9. This item does not authorize expenditures. The Administration will work with DPI to determine the appropriate allocation of School Improvement Grant (SIG) funds over FY12 and FY13, to be reflected in a proposed charter contract to be brought before the Board in April 2011.

Implementation and Assessment Plan

10. Upon the Board's approval, the Administration will begin the steps to negotiate a non-instrumentality charter school contract with Mosaica to be brought before the Board for approval in April 2011.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 9.12, Charter schools, section (5)(b), When to File Petitions and Proposals, to allow the non-instrumentality charter comprehensive high school at North Division to begin school in the 2011-12 school year, instead of the 2012-13 school year;

2. approve the concept of the charter non-instrumentality comprehensive high school at North Division; and

3. approve Mosaica as the Restart Partner for the school.

Director Miller moved to:

1. Waive Administrative Policy 9.12, Charter Schools, section (5)(b), When to File Petitions and Proposals, to allow the comprehensive high school at North Division to begin as a charter school in the 2011-12 school year, instead of the 2012-13 school year;

2. Approve the concept of the charter comprehensive high school at North Division and direct the district to enter into negotiations for either an instrumentality or a non-instrumentality;

3. Approve Mosaica as the Restart Partner for the school; and

4. Direct Mosaica Charter School to make a presentation to the Charter School Review Panel.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes—Director Blewett—1.

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(Item 3) Action on a Charter School Proposal from the Kathryn T. Daniels University Preparatory Academy, Including Waiver of Administrative Policy 9.12, Charter Schools, section (5)(b) To Allow the School To Open in the 2011-12 School Year

Background

On February 4, 2011, the Kathryn T. Daniels University Preparatory Academy submitted a proposal to become an MPS non-instrumentality charter school for the 2011-2012 school year, to serve students in grades K through 12. On Wednesday, February 23, 2011, members of the MPS Charter School Review Panel met to review the charter school proposal.

Analysis

1. After careful review, the Panel decided to recommend the concept of the Kathryn T. Daniels University Preparatory Academy's proposal to become an MPS non-instrumentality charter school. The Panel believes that the Kathryn T. Daniels University Preparatory Academy's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that Kathryn T. Daniels University Preparatory Academy:

a. proposes a unique approach to instruction by using the "BlendEd" model, whereby students obtain instruction in a mix of individually paced web-based learning and face-to-face instruction with a teacher;

b. offers on-campus housing for high-school students to give them an opportunity to experience a pre-collegiate living and learning experience;

c. follows the Common Core Standards used by Wisconsin that are aligned with web-based instructional programs such as Read 180 and the I CAN math program;

d. targets students and parents who want more rigorous academics, more opportunities to participate in the performing arts, and more personalized and individually paced options; and

e. has garnered the support of an array of community stakeholders, including community-based organizations, elected officials, social service agencies, educators, and prospective school families.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports Goal: 2, that school communities work together for improvement in academic achievement, of the district's *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools.*

Statute, Administrative Policy, or Board Rule Statement

4. In order to allow the charter school to become effective with the 2011-12 school year, the Board would have to waive Administrative Policy 9.12, Charter Schools, section (5)(b), When To File Petitions and Proposals, which states:

> Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar (January through December) year…

Fiscal Impact Statement

5. The school is seeking a five–year contract and has projected that total student enrollment will reach 325 students in the fifth year.

6. Upon approval of this item by the Board, the FY 2012 budget will allocate funds to this non-instrumentality charter school in the same manner in which it does to other MPS non-instrumentality charter schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Kathryn T. Daniels University Preparatory Academy's proposal at this time;

2. waive Administrative Policy 9.12, Charter Schools, section (5)(b), When To File Petitions and Proposals; and

3. authorize the Office of Contracted Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Kathryn T. Daniels University Preparatory Academy in anticipation of the establishment of an MPS non-instrumentality charter school for the 2011-2012 school year.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Noes—None.

Temporarily absent—Director Blewett—1.

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(Item 4) Informational Report and Possible Action on the Contract-Review Process for Early Childhood and Partnership Schools

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Since 1986, in accordance with state law, Milwaukee Public Schools (MPS) has been offering alternative-school options to parents of students considered at risk of not graduating from high school under state statute 118.153. Eligibility for partnership schools serving at-risk students is based on meeting the statutory definition of a child at risk of not graduating from high school. Schools that service this population of students provide class sizes that do not exceed 15 students and focus on individual needs of students.

2. In addition to the contracted schools for at-risk students, MPS Contracted School Services (CSS) also contracts with schools to service behaviorally reassigned students. The students assigned to this type of school have been expelled from MPS with services, have had a central office suspension, or are late enrollees. Students are enrolled for various lengths of time until they transition back into traditional schools.

3. CSS also contracts with schools to service adjudicated youth assigned by the Milwaukee Children's Court. MPS funds the academic program, while Milwaukee County's Department of Human

Services funds the treatment program. Students are court-ordered for up to one year. Students are provided educational services, individual and family counseling, and community-support services.

4. In June of 2002, the Milwaukee Board of School Directors approved early childhood contracts with a number of community-based organizations to provide educational programs for kindergarten and elementary students.

5. MPS Contracted School Services works directly with these organizations to provide support and to ensure accountability. The contract-review process, which is one aspect of accountability for these schools, is facilitated by CSS staff with a contract review team. The contracted partnership and early childhood schools that were reviewed during the 2010-11 school year include:

- El Puente;
- La Causa Early Childhood;
- NOVA;
- Project Excel;
- Satori;
- Shalom;
- Southeastern; and
- Spotted Eagle.

6. On June 24, 2010, the Milwaukee Board of School Directors approved one-year contracts for educational services with those schools being reviewed:

- El Puente, located at 611 West National Avenue. The current contract with El Puente specifies services for 99 full-time-equivalent seats (FTEs) in grades nine through twelve who are at risk of not graduating from high school. El Puente's September 2010 State Aid Enrollment Count was 101, and its January 2011 State Aid Enrollment Count was 98. El Puente's September 2009 State Aid Enrollment Count was 104, and its January 2010 State Aid Enrollment Count was 112.
- La Causa Early Childhood, located at 809 West Greenfield Avenue. The current contract with La Causa Early Childhood specifies services for 90 FTEs in grades K4-K5. La Causa's September 2010 State Aid Enrollment Count was 105, and its January 2011 State Aid Enrollment Count was 109. La Causa's September 2009 State Aid Enrollment Count was 90, and its January 2010 State Aid Enrollment Count was 88.
- NOVA, located at 2320 West Burleigh Street. The current contract with NOVA specifies services for 99 FTEs in grades seven through twelve who are at risk of not graduating from high school. NOVA's September 2010 State Aid Enrollment Count was 99, and its January 2011 State Aid Enrollment Count was 100. NOVA's September 2009 State Aid Enrollment Count was 104, and its January 2010 State Aid Enrollment Count was 102.
- Project Excel, located at 1115 South 7th Street. The current contract with Project Excel specifies services for 30 FTEs in the intensive day-treatment (IDT) program and 14 behavioral reassignment (BR) FTEs in grades six through twelve. Students are enrolled in the IDT program due to placement by a Children's Court judge, and in the BR seats by the Office of Family Services as a result of a Central Office hearing. Project Excel's September 2010 State Aid Enrollment Count was 12, and its January 2011 State Aid Enrollment Count was 41. Project Excel's September 2009 State Aid Enrollment Count was eight, and its January 2010 State Aid Enrollment Count was 16.
- Satori, located at 9155 North 76th Street. The current contract with Satori specifies services for 40 behavioral reassignment FTEs and 13 at-risk FTEs in grades six through

eight. Students are enrolled at Satori based on the determination of a Central Office hearing handled by the Office of Family Services. Satori's September 2010 State Aid Enrollment Count was 23, and its January 2011 State Aid Enrollment Count was 33. Satori's September 2009 State Aid Enrollment Count was 17, and its January 2010 State Aid Enrollment Count was 29.

- Shalom, located at 1749 North 16th Street. The current contract with Shalom specifies services for 99 FTEs in grades nine through twelve who are at risk of not graduating from high school. Shalom's September 2010 State Aid Enrollment Count was 100, and its January 2011 State Aid Enrollment Count was 98. Shalom's September 2009 State Aid Enrollment Count was 102, and its January 2010 State Aid Enrollment Count was 98.

- Southeastern, located at 4050 North 34th Street. The current contract with Southeastern specifies services for 85 behavioral reassignment FTEs in grades six through eight. Students are enrolled at Southeastern based on the determination of a Central Office hearing handled by the Office of Family Services. Southeastern's September 2010 State Aid Count was 21, and its January 2011 State Aid Count was 62. Southeastern's September 2009 State Aid Enrollment Count was 22, and its January 2010 State Aid Enrollment Count was 57.

- Spotted Eagle, located at 3134 West State Street. The current contract with Spotted Eagle specifies services for 103 FTEs in grades nine through twelve who are at risk of not graduating from high school. Spotted Eagle's September 2010 State Aid Enrollment Count was 93, and its January 2011 State Aid Enrollment Count was 97. Spotted Eagle's September 2009 State Aid Enrollment Count was 104, and its January 2010 State Aid Enrollment Count was 107.

7. MPS strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction. This is done not only by employing traditional educational settings, but also by using contracted schools, such as partnership, early childhood, and charter schools. Section (8)(b) of Administrative Policy 9.12, Charter Schools, establishes an MPS Charter School Review Panel to review, evaluate, and make recommendations to the Board with regard to the charter school petitions and proposals submitted to Milwaukee Public Schools. In August 2005, the Milwaukee Board of School Directors established a similar review panel for partnership and other contracted, non-charter educational programs (see Attachment 1 to the minutes of your Committee's meeting, August 2005 Board Item). Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

8. The Administration has developed a process to provide review and evaluation for contracted educational programs. The MPS Charter School Review Process and research from North Carolina were used as a basis for developing the process. As the knowledge base, monitoring, and support of the schools is increasing, the CSS review process continues to become more rigorous.

9. The Milwaukee Public Schools Contract Review Team conducted a review of each school's contract compliance under Administrative Policy and Procedure 7.16, Alternative School Programs; Wisconsin State Statute 119.235, Contracts with private schools and agencies; and Wisconsin State Statute 118.153, Children at risk of not graduating high school (see Attachments 2 & 3 to the minutes of your Committee's meeting, State Statutes).

10. MPS Contracted School Services has developed a checklist based on the schools' contractual requirements (see Attachments 4-7 to the minutes of your Committee's meeting, Contract Alignments). Information has been gathered from MPS Contracted School Services as well as various district offices to determine if the school was compliant, partially-compliant, or non-compliant with its contract, based on the following criteria:

- academic performance;

- contract compliance;
- financial audit findings;
- site visit observations;
- school improvement plan;
- special education compliance;
- school climate survey;
- monthly meetings;
- immunizations;
- unresolved parental complaints; and
- enrollment.

The data collected were reviewed, and preliminary findings, including a recommendation, were prepared relative to contract renewal. The information was then organized and presented to the Contract Review Team.

11. The Contract Review Team met on February 16, and 24, 2011, to review the Contract Review Checklist for each contracted site (see Attachment 8 to the minutes of your Committee's meeting, Timeline). The Review Team, which consisted of community and business members, school representatives, and district administrators who were approved by the Superintendent, was provided the opportunity to discuss the analysis, consider additional input from the schools, determine the findings, and develop a recommendation based on the data. The Contract Review Team finalized the Contract Review Checklist for each reviewed school on February 24, 2011. The MPS Contract Review Team's findings and recommendations relative to each reviewed school are attached (See Attachments 9-16 to the minutes of your Committee's meeting, Contract Review Checklists).

12. The Contract Review Team recommends one-year contract renewals with El Puente, La Causa, NOVA, Project Excel, Satori, Shalom, and Southeastern.

13. The Contract Review Team recommends non-renewal for Spotted Eagle High School, as it has failed to make sufficient progress in the areas of performance, compliance, timely submission of required documents, and other items included on the Contract Review Checklist which caused them to be in violation of their contract. Spotted Eagle was partially compliant or non-compliant in the following reviewed areas:

- academic performance;
- graduation rate;
- credits earned by students;
- student attendance;
- contract compliance items;
- site visits;
- climate survey;
- immunizations; and
- enrollment.

14. On February 24, 2011, CSS was notified by Spotted Eagle's school leader and board representative of their decision to not renew the partnership contract with MPS for the 2011-2012 school year. Spotted Eagle's administration and board shared this decision with their staff on February 28, 2011,

and with its student body on March 1, 2011. As a result, CSS and the Office of Family Services have started working with parents, students, and the school leader to reassign Spotted Eagle's students for the 2011-2012 school year. MPS is working to ensure a smooth transition for the students and families affected by the school's closing. The team will facilitate high-quality customer service in the assignment process.

15. The district employees assigned to Spotted Eagle High School will complete 2010-2011 work at the school and be reassigned in accordance with the provisions found in bargaining union contracts.

16. The following documents have been provided as attachments to the minutes of your Committee's meeting:

Attachment #1	August 2005 Board action establishing a review panel for partnership and other contracted, non-charter educational programs.
Attachment #2	State Statute 119.235
Attachment #3	State Statute 118.153
Attachment #4	At-Risk Contract Alignment
Attachment #5	Behavioral Reassignment Contract Alignment
Attachment #6	Adjudicated Delinquents Contract Alignment
Attachment #7	Early Childhood Contract Alignment
Attachment #8	Timeline
Attachment #9	El Puente High School Contract Review Checklist
Attachment #10	La Causa Early Childhood Contract Review Checklist
Attachment #11	NOVA Contract Review Checklist
Attachment #12	Project Excel Contract Review Checklist
Attachment #13	Satori Contract Review Checklist
Attachment #14	Shalom High School Contract Review Checklist
Attachment #15	Southeastern Youth and Family Contract Review Checklist
Attachment #16	Spotted Eagle High School Contract Review Checklist

17. Contract renewals for reviewed schools and other contracted early childhood and partnership schools will be brought before the Board in April 2011.

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REPORT #2

(Item 1) Action on a Charter School Petition from the Milwaukee College Prep

Background

1. On March 16, 2011, M.C. Preparatory School of Wisconsin, Inc., submitted a petition for the Lindsay Heights Campus of Milwaukee College Preparatory School, to become a MPS non-instrumentality charter school serving approximately 660 students in the first year and up to a maximum capacity of 762 in subsequent years. The school is proposing to offer enrollment for students in kindergarten through 8th grade, beginning with the 2011-2012 school year.

2. The Charter School Review Panel met on Monday, March 28, 2011, to review the charter school petition for Milwaukee College Prep: Lindsay Heights Campus. At that meeting, the school leader for Milwaukee College Prep made a presentation to the Charter School Review Panel, outlining the framework for the charter school.

3. Pursuant to Wisconsin Statute 118.40(2), the Board must hold a public hearing within 30 days after receiving a petition by MPS teachers to establish an MPS charter school. The public hearing for the petition from Milwaukee College Prep: Lindsay Heights Campus is scheduled be held on March 29, 2011, during the meeting of the Committee on Innovation/School Reform.

Analysis

4. Following the presentation before the Charter School Review Panel, the Panel decided to recommend the concept of the Milwaukee College Prep: Lindsay Heights Campus's petition to become an MPS non-instrumentality charter school. The Panel believes that the Milwaukee College Prep: Lindsay Heights Campus's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement of the petition include:

a. a college-preparatory curriculum and high expectations set for its students in grades kindergarten through eighth grade;

b. an academically successful program that has received both national and local recognition for being a School of Character;

c. use of the Saxon math program, complemented with the Accelerated Math program from Renaissance Learning ; and

d. use of a social studies curriculum designed to be highly interactive and structured in a group-learning style.

5. The MPS Charter School Review Panel recommends that the concept of the Milwaukee College Prep: Lindsay Heights Campus's petition be approved at this time.

Strategic Plan Compatibility Statement

6. MPS charter schools support Goal: 2 of the district's *Working Together, Achieving More* Strategic Plan to Improve Milwaukee Public Schools, that school communities work together for improvement in academic achievement.

Statute, Administrative Policy or Board Rules Statement

7. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

8. Pursuant to Wisconsin Statute 118.40(2), the Board must hold a public hearing within 30 days after receiving a petition by MPS teachers to establish an MPS charter school. The public hearing for the petition from Milwaukee College Prep: Lindsay Heights Campus is scheduled be held on March 29, 2011, during the meeting of the Committee on Innovation/School Reform. Pursuant to Wisconsin Statute 118.40(2)(c), the Board shall either grant or deny the petition within 30 days after the public hearing.

9. If the Board chooses to grant the approval of the concept for the Milwaukee College Prep: Lindsay Heights Campus, in order to allow the charter school to become effective with the 2011-12 school year, the Board will have to waive Administrative Policy 9.12(5)(b), When To File Petitions and Proposals, which states:

> Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar (January through December) year…

Fiscal Impact Statement

10. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee College Prep: Lindsay Heights Campus's petition at this time;

2. waive Administrative Policy and Procedure 9.12(5)(b) to allow for start-up commencing with the 2011-12 school year; and

3. authorize the Superintendent's designee, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee College Prep: Lindsay Heights Campus in anticipation of the establishment of an MPS non-instrumentality charter school for the 2011-12 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on a Proposed Non-Instrumentality Charter School Contract with Milwaukee Excel High School

Background

1. On January 5, 2010, Project Excel, a program run by Wisconsin Community Services, Inc., submitted a proposal to become an MPS non-instrumentality charter school to serve 50 students the first year, ramping up to a maximum capacity of 125 students in grades 9 through 12 in years two through five.

2. On February 4, 2010, the members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members and community members demonstrated their passion, commitment, and support for the Milwaukee Excel High School's proposal.

3. The mission of Milwaukee Excel High School is to rejuvenate disenfranchised youth through effective, supportive educational programming which empowers them to invest in their education, career goals, family and community.

4. The school proposes:

a. a year-round academic schedule as a means to increase student attendance and graduation rates;

b. the infusion of project-based learning into core curricular areas to maximize specific learner outcomes based upon published best practices for small, personalized high schools;

c. an educational model which is divided into two distinct divisions: Division 1, Core Prep I, for 9th and 10th grades, and Division 2, Vocational Phase, for 11th and 12th grades;

d. Coordinated Education Plans (CEP) for students, which becomes the blueprint that identifies goals and measures of success and ensures that students reach their full potential; and

e. support services (e.g., youth mentors, art therapist, and case managers) that help with physical and social-emotional challenges which may prevent students from focusing on education.

5. Milwaukee Excel High School is managing a controlled expansion of its program, and the contracted number of full-time-equivalent (FTE) pupils for the next five years is as follows:

- 50 FTE pupils in grades 9-12 for the 2011-12 school year;
- 100 FTE pupils in grades 9-12 for the 2012-13 school year; and
- 125 FTE pupils in grades 9-12 for the 2013-14, 2014-15, and 2015-16 school years.

Analysis

6. Representatives from Milwaukee Excel High School met with representatives from the Office of Board Governance, The Office of City Attorney, and MPS Administration on February 22, 2011, to negotiate the contract for Milwaukee Excel High School, based on the Board-approved model contract. All modifications addressed in this item have been agreed upon by all parties.

7. Contingent upon the Milwaukee Board of School Directors' approval, Milwaukee Excel High School accepts the Board-approved model non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Clarence Johnson, or his successor, shall be the person in charge of the charter school.

b. The term of the contract is five years, commencing with the 2011-12 school year and ending with the 2015-16 school year.

c. The school shall provide services for a maximum of 125 FTE pupils in grades 9 through 12 for the term of this contract.

d. Language has been added or modified to:

(1) identify the person in charge of the charter school (from Nicole Johnson named in petition to Clarence Johnson, WCA representative);

(2) clarify the manner in which students will be assessed;

(3) identify local assessment measures that will be used in conjunction with state and district assessments;

(4) clarify average-student-attendance-rate criteria;

(5) explain Community Intervention Systems (CIS) that will be used in conjunction with Positive Behavior Intervention Supports (PBIS) to monitor student behaviors; and

(6) clarify high-school graduation requirements.

Strategic Plan Compatibility Statement

8. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Statute, Administrative Policy or Board Rules Statement

9. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

10. This item does not authorize expenditures. Funds for this school have been set aside in the proposed FY12 budget.

Implementation and Assessment Plan

11. The charter contract will become effective, contingent upon Board's approval, on July 1, 2011. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting, to establish Milwaukee Excel High School as a non-instrumentality charter school, to begin with the 2011-12 school year and to end on the last regularly scheduled school day of the 2015-16 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on a Proposed Instrumentality Charter School Contract with Transformation Learning Community (TLC)

Background

1. On February 4, 2010 the Transformational Learning Community (TLC) submitted a petition to become an MPS instrumentality charter school for the 2010-11 school year targeting 11th and 12th grade students.

2. On February 16, 2010, the members of the MPS Charter School Review Panel met to review the charter school petition. Prior to the submission date, the school's staff, parents, and community members presented to the Panel and demonstrated broad support for the TLC's charter school petition.

3. On Tuesday, March 9, 2010, the Milwaukee Board of School Directors approved the concept of TLC and directed MPS Diversified Community Schools, now Contracted School Services, in consultation with the Board's designee and the Office of City Attorney, to attempt to negotiate and to draft a contract with TLC in anticipation of the establishment of an instrumentality charter school for the 2011-12 school year.

4. The mission of TLC is to meet the needs of traditionally underserved, at-risk students, particularly students who have histories of incarceration, expulsion, or extended periods of truancy; who are over-aged and credit deficient; who have dropped out; and who have been identified as at-risk.

5. TLC is managing a controlled expansion of its program. The contracted number of full-time-equivalent (FTE) pupils for the next five years is as follows:

2011-12 school year .....100 FTEs
2012-13 school year .....110 FTEs
2013-14 school year .....120 FTEs
2014-15 school year .....130 FTEs
2015-16 school year .....140 FTEs

Analysis

6. Representatives from TLC met with representatives from the Office of Board Governance, the Office of City Attorney, and MPS Administration on February 22, 2011, to negotiate the contract. All these parties have agreed upon the modifications addressed in this item.

7. Contingent upon the Milwaukee Board of School Directors' approval, TLC accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Monique Hall, or her successor, shall be the person in charge of the charter school.

b. The term of the contract is five years, to start with the 2011-12 school year and to end with the 2015-16 school year.

c. The school shall provide services for a maximum of 140 FTE pupils in grades 11 and 12 for the term of this contract.

8. Language has been added or modified to indicate that 11th-grade students will be administered the ACT and to clarify the manner in which their participation rates and scores will be compared with those of the district.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Goal 6: The District is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. Funds for this school have been set aside in the proposed FY12 budget.

Implementation and Assessment Plan

12. The charter contract will become effective, contingent upon the Board's approval, on July 1, 2011. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the contract with Transformation Learning Community (TLC), as attached to the minutes of your Committee's meeting, to establish TLC as an instrumentality charter school, to begin with the 2011-12 school year and to end on the last regularly scheduled school day of the 2015-16 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Action on a Proposed Non-Instrumentality Charter School Contract with M.C. Preparatory School of Wisconsin, Inc., for the Milwaukee College Preparatory School

Background

1. On January 4, 2010, M.C. Preparatory School of Wisconsin, Inc., submitted a proposal for the Milwaukee College Preparatory School to become an MPS non-instrumentality charter school, to serve

approximately 360 students the first year, ramping up to a maximum capacity of 576 students in kindergarten through 4th grade, beginning with the 2011 school year.

2. On Wednesday, February 22, 2010, members of the MPS Charter school Review Panel met to review the charter school proposal. At that meeting, the school leader demonstrated his passion, commitment, and support for the Milwaukee College Preparatory School's proposal.

3. After a review of the charter proposal by the MPS Charter School Review Panel and a presentation by Milwaukee College Preparatory School, the Panel forwarded to the Milwaukee Board of School Directors its recommendation to approve the concept of Milwaukee College Preparatory School.

4. The mission of Milwaukee College Preparatory School is to ensure that students possess the knowledge and character to be successful in college and in life.

5. Milwaukee College Preparatory School is managing a controlled expansion of its program, and the contracted number of full-time-equivalent (FTE) pupils in K4-4th grade for the next five years is as follows:

2011-12 school year	360 FTEs
2012-13 school year	432 FTEs
2013-14 school year	480 FTEs
2014-15 and the 2015-16 school years.	576 FTEs

Analysis

6. On May 17, 2010, June 1, 2010, and June 15, 2010, representatives from Milwaukee College Preparatory School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to discuss the contract for Milwaukee College Preparatory School, using the Board-approved model.

7. In November 2010, the terms of the contract previously discussed on the above dates were revisited by the current Administration, the Office of Board Governance, and the Office of City Attorney. Milwaukee College Preparatory School has negotiated contract terms with the above-mentioned parties. All the previously listed parties have agreed upon the modifications addressed in this item.

8. Contingent upon the Milwaukee Board of School Directors' approval, Milwaukee College Preparatory School accepts the Board-approved model non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The term of this contract is five school years, commencing with the 2011-12 school year and ending on the last regularly scheduled school day of the 2015-16 school year.

b. Robert Rauh, or his successor, shall be the person in charge of the charter school.

c. The school will provide services for 576 pupils in K4 through 4th grade.

d. Language has been added or modified to:

(1) clarify the manner in which a school leader will be selected;

(2) indicate date by which the yearly calendar will be submitted;

(3) clarify the standard for negotiation of contract amendments to Appendix A;

(4) clarify the assessment-reporting expectations to ensure compliance with DPI standards;

(5) clarify the manner in which the charter school will provide notice to MPS whenever the membership of the governing body of the charter school changes;

(6) clarify the timeline extension for submitting the annual operating budget;

(7) clarify the charter school's autonomy over its school budget;

(8) clarify the manner in which the charter school will submit a narrative about its plan to address potential deficits;

(9) clarify the manner in which the charter school will report to the MPS Office of Board Governance any pending or threatened litigations by its agents, board members, officers, employees, volunteers, contractors, or sub-contractors;

(10) give the charter school the opportunity to cure any contract violations before payments are withheld by the district;

(11) clarify the terms by which the charter school contract may be terminated;

(12) clarify the manner in which the charter school shall be eligible for additional per-pupil allocations;

(13) identify the manner in which the charter school shall participate in staff-development opportunities pertaining to IDEA, ADA, Section 504, NCLB, and AHERA; and

(14) clarify the manner in which the administrative fee will be determined.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%.

Statute, Administrative Policy or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The proposed FY12 budget includes funding for 360 seats for Milwaukee College Preparatory School.

Implementation and Assessment Plan

12. The charter contract will become effective, contingent upon the Board's approval, on July 1, 2011. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Your Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with M.C. Preparatory School of Wisconsin, Inc., as attached to the minutes of your Committee's meeting, to establish Milwaukee College Preparatory School as a non-instrumentality charter school, to begin with the 2011-12 school year and to end on the last regularly scheduled school day of the 2015-16 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 5) Action on a Proposed Lease Agreement with M.C. Preparatory School of Wisconsin, Inc., for Use of the 38th Street School Building by the Milwaukee College Preparatory School

Background

1. Significant unoccupied space is available for lease in the 38th Street School, 2623 North 38th St., which was vacated in July 2007.

2. The Administration is interested in increasing student enrollment and expanding the number of high-performing programs within the District.

3. Upon approval by the Milwaukee Board of School Directors (see separate item in this agenda), M.C. Preparatory School of Wisconsin, Inc., will enter into a contract with MPS to operate the Milwaukee College Preparatory School (MCP) as an MPS non-instrumentality charter school serving students K4 through fourth grade. MCP's students will be included in MPS enrollment counts.

4. The mission of MCP is to provide a college-preparatory curriculum and to set high expectations for its students.

5. MCP is managing a controlled expansion of its program. The contracted number of full-time-equivalent (FTE) pupils in K4-4th grade for the next five years is as follows:

2011-12 school year	360 FTEs
2012-13 school year	432 FTEs
2013-14 school year	480 FTEs
2014-15 and 2015-16 school years	576 FTEs

Administration's Analysis

6. This item requests authorization for the Administration to enter into a five-year lease agreement with M.C. Preparatory School of Wisconsin, Inc., to lease the 38th Street School building for use by MCP.

7. The proposed lease between MPS and M.C. Preparatory School of Wisconsin, Inc., will assist in facilitating the growth, stability, expansion, and longevity of MCP's program. The proposed lease calls for MCP to assume responsibility for all operating and capital costs of the building in exchange for $1 per year in rent. The lease term is five years.

8. The lease would begin on May 1, 2011 and terminate on June 30, 2016.. As part of the lease agreement, M.C. Preparatory School of Wisconsin, Inc., has also requested an option to purchase the building at any time during the term of the five-year lease. This option, which was approved by Milwaukee Board of School Directors' the Committee on Accountability Finance, and Personnel on March 22, 2011, is awaiting approval by the full Board at its March 2011 regular meeting. Both the lease terms and the option to purchase are contingent upon MCP's status as an MPS-authorized non-instrumentality charter.

9. A copy of the proposed lease agreement is attached.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The District allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

11. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Board Governance Policy 4.08, Lease Agreements; and Administratively Policy 5.01, Facilities.

Fiscal Impact Statement

12. This item does not authorize expenditures. Utilities and all other operating and capital costs will be assumed by M.C. Preparatory School of Wisconsin, Inc.

Implementation and Assessment Plan

13. Upon approval by the Board, the lease agreement will be executed.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a five-year lease agreement with M.C. Preparatory School of Wisconsin, Inc., as attached to the minutes of your Committee's meeting, for the use of the 38th Street School building by the Milwaukee College Preparatory School. Anticipated total lease payments for the term of May 1, 2011, through June 30, 2016, will total $5.

Adopted with the roll call vote on the balance of the Committee reports.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under $25,000; Report on Vendors with Cumulative Contract Amounts over $50,000; and Acceptance of Donations

Award of Contracts

The contract award recommendations for March 2011 are listed below for your review. Adequate funding is available in the accounts as noted.

Construction Contracts

CYCLIC HEATING COIL REPLACEMENT

Steuben Complex

Prime Contractor
Butters-Fetting Co., Inc.
1669 S. 1st Street
Milwaukee, WI 53204

Low Bidder, Base Bid of.....$229,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 162
Total # of Minorities 11
Total # of Women 12
Required 20%
Submitted 20%
$ Value $45,800

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Steuben Complex's cyclic heating coil replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMSSB ECNCHVA0 (Project No. 1185, Work Order No. 005603). Project is to begin on April 1, 2011, and is scheduled for completion on August 26, 2011.

Metropolitan High School/Alliance School of Milwaukee

Prime Contractor
Mared Mechanical Contractors Corp.
4230 W. Douglas Avenue
Milwaukee, WI 53209

Low Bidder, Base Bid of $89,675.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 69
Total # of Minorities 4
Total # of Women 4
Required 15%
Submitted 15.6%
$ Value 14,000

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Metropolitan High School/Alliance School of Milwaukee's cyclic heating coil replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2MO ECNCHVA1 (Project No. 1331, Work Order No. 012086). Project is to begin on April 1, 2011, and is scheduled for completion on August 26, 2011.

EXTERIOR WINDOW REPLACEMENT

Neeskara School

Prime Contractor
J.F. Cook Co., Inc.
7830 S. 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$569,516.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....36
Total # of Minorities.....7
Total # of Women.....5
Required.....0
Submitted.....NA
$ Value.....NA

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours).....400
Educational Experience (Required Hours).....10

Funds are budgeted for the Neeskara School's exterior window replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSNE ECNCWND0 (Project No. 1607, Work Order No. 043555). Project is to begin on April 1, 2011, and is scheduled for completion on September 24, 2011.

Lincoln Avenue School

Prime Contractor
Jensen Window Corporation
7641 W. 100th Place
Bridgeview, IL 60455

Lowest Responsive Bidder, Base Bid of.....$427,705.00

Prime Contractor Info

HUB
Certified.....No
Total # of Employees.....8
Total # of Minorities.....1
Total # of Women.....1
Required.....0
Submitted.....NA
$ Value.....NA

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours).....400
Educational Experience (Required Hours).....10

Funds are budgeted for the Lincoln Avenue School's exterior window replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSLI ECNCWND0 (Project No. 1606, Work Order No. 080967). Project is to begin on April 1, 2011, and is scheduled for completion on September 20, 2011.

Doerfler School

Prime Contractor
Jensen Window Corporation
7641 W. 100th Place
Bridgeview, IL 60455

Low Bidder, Base Bid of $315,278.00, minus $2,569.00 to not re-install existing window shades, for a total cost of $312,709.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 8
Total # of Minorities 1
Total # of Women 1
Required 0
Submitted ..... NA
$ Value ..... NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Doerfler School's exterior window replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSDF ECNCWND0 (Project No. 1590, Work Order No. 043543). Project is to begin on April 1, 2011, and is scheduled for completion on September 24, 2011.

BOILER REPLACEMENT

Cass Street School

Prime Contractor
Butters-Fetting Co., Inc.
1669 S. 1st Street
Milwaukee, WI 53204

Low Bidder, Base Bid of $299,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 162
Total # of Minorities 11
Total # of Women 12
Required 25%
Submitted 25.1%
$ Value $75,000

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Cass Street School's boiler replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMSCS ECNCHVA0 (Project No. 1106, Work Order No. 005344). Project is to begin on April 1, 2011, and is scheduled for completion on August 26, 2011.

FAN REPLACEMENT

Longfellow School

Prime Contractor
Mared Mechanical Contractors Corp.
4230 W. Douglas Avenue
Milwaukee, WI 53209

Low Bidder, Base Bid of $215,800.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 69
Total # of Minorities 4
Total # of Women 4
Required 15%
Submitted 18.5%
$ Value $39,820

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Longfellow School's fan replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2LO ECNCHVA1 (Project No. 1747, Work Order No. 043846). Project is to begin on April 1, 2011, and is scheduled for completion on August 26, 2011.

EXTERIOR DOOR REPLACEMENT

Gwen T. Jackson ECC & Elementary School

Prime Contractor
B & D Contractors, Inc.
17020 W. Rogers Drive
New Berlin, WI 53151

Low Bidder, Base Bid of $50,500.00, plus $5,500.00 for Mandatory Alternate Bid #1, for alternate cost for Doors 125A and 125B, to include demolition of existing doors & frame, preparation of opening, new doors & frame, and new hardware, for a total cost of $56,000.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 20
Total # of Minorities 4
Total # of Women 3
Required 0
Submitted ..... NA
$ Value ..... NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Gwen T. Jackson ECC & Elementary School's exterior door replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMS21 ECNCWND0 (Project No. 1605, Work Order No. 043496). Project is to begin on April 1, 2011, and is scheduled for completion on July 22, 2011.

Doerfler School

Prime Contractor
J.F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of $93,742.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 36
Total # of Minorities 7
Total # of Women 5
Required 0
Submitted ..... NA
$ Value ..... NA

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Doerfler School's exterior door replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSDF ECNCWND0 (Project No. 1591, Work Order No. 066411). Project is to begin on April 1, 2011, and is scheduled for completion on July 22, 2011.

GENERATOR REPLACEMENT

Sholes Complex

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Rd.
Butler, WI 53007

Low Bidder, Base Bid of.....$88,440.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 25
Total # of Minorities..... 2
Total # of Women..... 2
Required.....10%
Submitted.....10.2%
$ Value..... $9,000

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours)..... 300
Educational Experience (Required Hours) 10

Funds are budgeted for the Sholes Complex's generator replacement project from FY11 Major Maintenance Construction funds, contracted services for electrical, account code FAR00MM2SH ECNCELC1 (Project No. 1627, Work Order No. 039956). Project is to begin on April 1, 2011, and is scheduled for completion on July 26, 2011.

STADIUM BLEACHER REPLACEMENT

Pulaski Stadium

Prime Contractor
J. P. Cullen & Sons, Inc.
13040 W. Lisbon Rd., Suite #900
Brookfield, WI 53005

Low Bidder, Base Bid of.....$998,226.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 602
Total # of Minorities..... 10
Total # of Women..... 42
Required.....25%
Submitted.....33.9%
$ Value..... $388,220

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Pulaski Stadium's bleacher replacement project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MM2PD ECNCGND0 (Project No. 1320, Work Order No. 080338). Project is to begin on April 1, 2011, and is scheduled for completion on July 29, 2011.

ELEVATOR MODIFICATIONS

Seventh Street Service Facility

Prime Contractor
Otis Elevator Company
6070 N. Flint Road
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$95,600.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 100
Total # of Minorities..... 13
Total # of Women..... 10
Required..... 0
Submitted..... NA
$ Value..... NA

COIN
Required % 0

Student Engagement
Paid Employment (Required Hours)..... 10
Educational Experience (Required Hours) 0

Funds are budgeted for the Seventh Street Service Facility's elevator modifications project from FY11 Major Maintenance Construction funds, contracted services for elevators, account code FAR00MM27S ECNCELV1 (Project No. 1632, Work Order No. 040188). Project is to begin on April 1, 2011, and is scheduled for completion on August 6, 2011.

ROOF REPLACEMENT

Westside Academy I

Prime Contractor
SRS Roofing & Sheet Metal, Inc.
818 Bakke Avenue
Waterford, WI 53185

Low Bidder, Base Bid of.....$137,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 48
Total # of Minorities 8
Total # of Women 1
Required 10%
Submitted 10.2%
$ Value $14,000

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Westside Academy I's roof replacement project from FY11 Major Maintenance Construction funds, contracted services for roofs, account code FAR00MM2WE ECNCROF1 (Project No. 1690, Work Order No. 040464). Project is to begin on April 4, 2011, and is scheduled for completion on August 6, 2011.

Total construction contract dollars awarded $3,612,413.00
Total dollars HUB participation $535,750.00
% of HUB participation 14.84%
% Minority employees within company 9.56%
% Women employees within company 9.39%

Professional Services Contracts:

LONG-RANGE FACILITIES MASTER PLAN SERVICES

Division of Facilities & Maintenance Services

Prime Contractor
Jacobs Project Management Company
5995 Rogerdale Road
Houston, TX 77072

Low Bidder, Base Bid of $670,160.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 20,408
Total # of Minorities 5,889
Total # of Women 3,886
Required 15%
Submitted 20.1%
$ Value $134,750

COIN
Required % 0%

Student Engagement
Paid Employment (Required Hours) 300
Educational Experience (Required Hours) 25

Funds are budgeted for Facilities Master Plan from FY11 Major Maintenance Construction Funds, account code FAR00MRPDW ECNC (Project 1831). The contract is to begin on April 1, 2011.

Copy of proposed contract has been provided with the minutes of your Committee's meeting..

Total professional services contract dollars awarded $670,160.00
Total dollars HUB participation $134,750.00
% of HUB participation.....20.11%
% Minority employees within company.....28.90%
% Women employees within company 19.00%

Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5615 Contract with the Riverside Publishing Company for Gray Oral Reading Test Kits and Record Forms

The Administration requests authorization to enter into a contract with the Riverside Publishing Company, the lowest complying bidder, to provide Gray Oral Reading Tests (GORT) assessment kits and record forms to all MPS schools and departments.

The GORT Assessment is a reading diagnostic tool intended for use by the special education diagnostic teachers to determine eligibility for significant learning disabilities. The new state law governing the criteria for identification of significant learning disabilities requires that the eligibility consideration include use of a standardized assessment based on lexile scores and include an assessment of the student's skills in reading fluency. This GORT test is the only test that meets that standard.

This will be a blanket contract for three years, with an estimated dollar value of $51,922.20.

Budget Code: D540SIA1DW ESUP (ARRA IDEA — LD Diagnostic) $51,922.20
HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

B-5615 Test Forms,Blanket Contract — Bid Tab
Opening Date: March 4, 2011

Item Description	Pearson Clinical Assessment, a business of NCS Pearson, Inc.*	The Riverside Publishing Co.	Super Duper, Inc., d/b/a Super Duper Publications**
154 Kits — Gray Oral Reading Test, Fourth Edition — Complete Kit	$39,886.00	$43,874.60	$39,886.00
124Pk — GORT-4 Profile/Examiner Record Forms A (Pkg-25)	$7,316.00	$8,047.60	$7,316.00
Total	$47,202.00	$51,922.20	$47,202.00

*Non-responsive — freight charges
**Non-responsive — no price guarantee

Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of January 31, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 279,867,275	$ 516,314,563	$ 455,216,299	53%
Categorically Aided	278,518,084	57,636,016	336,154,100	19,424,371	102,970,486	233,183,614	31%
School Nutrition	41,100,000	801,790	41,901,790	4,249,588	13,980,855	27,920,935	33%
Construction	31,754,342	65,076,477	96,830,819	14,753,443	15,116,154	81,714,665	16%
Extension	16,263,424	2,506,324	18,769,748	13,378:738	14,264,023	4,505,725	76%
Total All Funds	$ 1,324,973,871	$ 140,213,448	$ 1,465,187,319	$ 331,673,415	$ 662,646,081	$ 802,541,238	45%

Below is a summary of expenditures as of January 31, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 67,262,097[2]	$ 555,556,252[2]	$ 415,974,610	57%
Categorically Aided	278,518,084	57,636,016	336,154,100	23,652,493	171,675,427	164,478,673	51%
School Nutrition	41,100,000	801,790	41,901,790	3,377,568	21,193,300	20,708,490	51%
Construction	31,754,342	65,076,477	96,830,819	672,141	96,829,081	1,738	100%
Extension	16,263,424	2,506,324	18,769,748	-1,538,290[2]	7,825,174[2]	10,944,574	42%
Total All Funds	$ 1,324,973,871	$ 140,213,448	$ 1,465,187,319	$ 93,426,009	$ 853,079,234	$ 612,108,085	58%

[1]Represents Board-approved transfers during fiscal year 20ll and appropriations for purchases encumbered in fiscal year 2010.

[2]Current-month and YTD expenditures were adjusted due to a December expenditure payment being inadvertently posted to the Extension Fund.

Respectfully submitted,

Gerald Pace
Chief Finance Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through January 31, 2011.

School Operations Fund

Expenditures, encumbrances, and commitments through January totaled $555,556,252, or 57% of the revised budget.

District Contingent Fund

The balance at January 31, 2011, was $375,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 375,000
Approved Transfers:	
None	0
Balance — January 31, 2011	$ 375,000

Construction Fund

Expenditures, encumbrances, and commitments through January totaled $96,829,081, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through January totaled $7,825,174, or 42% of the revised budget.

REVENUES AND EXPENDITURES
Current Year versus Three-Year Average
As of January 31, 2011

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	53%	52%	57%	54%
Categorically Aided	31%	34%	51%	54%
School Nutrition	33%	39%	51%	50%
Construction	16%	33%	100%	99%
Extension	76%	75%	42%	51%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, the monthly report on contracts awarded with a value under $25,000 has been provided under separate cover. This is an informational report, and no action is required.

Report on Vendors with Cumulative Contract Amounts over $50,000

This is an informational report, and no action is required.

Contract #	Vendor ID	Vendor Name	End User	Contract Amount	YTD Contracts
C015316	V0761001	Urban Ecology Center	MC — MacDowell Montessori School	4,334.00	48,635.00
12 school days or 24 half-days of environmental education field trips divided evenly between the seasons to the Urban Ecology Center, Washington Park Outdoor Classroom and other local natural areas. Urban Ecology Center will provide instructional programs for a maximum of 28 students per visit, with a minimum of one Urban Ecology Center instructor for every 14 students. Transportation for one classroom, a max of 28 people ages 4 and above to all field trips. Payment of $4000 payable as follows: $2000.00 by 2/4/11, and the remaining due by 6/3/11, plus two additional field trips at $167.00 ea.					

Acceptance of Donations

School	Donor	Amount	Gift of Purpose
Bay View	Greater Milwaukee Foundation	$15,000.00	Project Lead the Way
Bradley Tech	George and Julie Mosher Family Foundation	$5,000.00	Robotics program
Congress School	Wells Fargo Community Support Campaign	$39.60	Educational matching-gift program
Cooper School	George and Julie Mosher Family Foundation	$1,000.00	Project Lead the Way
Cooper School	National Action Council for Minorities in Engineering, Inc.	$996.00	Middle-school science project
Doerfler	Dr. H.A. Thompon	$100.00	Student incentives
Doerfler	Dr. Anil Kumar Singh	$100.00	Student incentives for middle school
Doerfler	Dr. Aboud Affi	$100.00	Student incentives for middle school
Fairview School	Sue Sager and Cathy Poole	$241.50	Dictionaries for 4th-grade students
Fernwood Montessori	National Action Council for Minorities in Engineering, Inc.	$1,000.00	STEM grant for greenhouse project
Fratney	Gareth Stevens Publisher	$892.80	Science books
Lady Pitts School	Greater Milwaukee Foundation, Inc.	$3,570.00	Scholarships and expenses for graduation
MacDowell Montessori	Melisande Jones	$488.24	Boys' basketball uniforms
Milwaukee High School of the Arts	The Windhover Foundation	$500.00	Employee contribution — special need in the community
Milwaukee Recreation	Harley Davidson	$232.00	Father/daughter dance door prizes
Milwaukee Recreation	Gee Gee's Clippers	$60.00	Father/daughter dance door prize — gift bags
Milwaukee Recreation	Gee Gee's Clippers	$80.00	Father/daughter dance door prizes — Milwaukee Bucks tickets
Milwaukee Recreation	Intersession Group Home	$80.00	Father/daughter dance door prizes — Milwaukee Bucks tickets
Milwaukee Recreation	Intersession Group Home	$142.00	Father/daughter dance door prizes
Milwaukee Recreation	Carter's Creations	$93.75	Father/daughter dance — 75 carnations
Milwaukee Recreation	Mortgage Guarantee Insurance Co.	$40.00	Father/daughter dance — rolling duffle bag

School	Donor	Amount	Gift of Purpose
Milwaukee Recreation	Time Warner Cable	$250.00	Father/daughter dance door prize — gift certificate
Milwaukee Recreation	KAPCO Metal Stamping	$50.00	Father/daughter dance door prize — gift certificate to Milwaukee Ale House
Milwaukee Recreation	Janice Nowicki	$250.00	TEAM Milwaukee Special Olympics
Milwaukee Sign Language	Maureen DeVean Seiden	$100.00	PBIS incentives
Morgandale School	Parent	$12.00	Classroom use
Morgandale School	Parent	$25.00	Classroom use
Morgandale School	Parent	$12.00	Classroom use
Morgandale School	Parent	$12.00	Classroom use
MPS Science Education Department	Explore Learning	$50.00	4th Annual MPS District Science Fair
MPS Science Education Department	WI Department of Natural Resources	$42.00	4th Annual MPS District Science Fair — 300 pencils
MPS Science Education Department	Riveredge Nature Center	$740.00	4th Annual MPS District Science Fair
MPS Science Education Department	The Friends of Boerner Botanical Gardens	$195.00	Three one-year family memberships to Boerner Botanical Gardens
95th Street School	Midwest Iron & Metal, Inc.	$100.00	Classroom supplies
Northwest Secondary	Lyn Edmonds	$250.00	Robotic Club
Northwest Secondary	G.E. Healthcare	$3000.00	Sponsorship of First Robotics Team
Recreation & Community Services	Woodland Pattern	$110.00	Environmental book set
Riverside University High School	John and Roberta Fried	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	R.A. and C.R. Weiss	$1,000.00	Spring baseball trip to Cooperstown
Riverside University High School	Sal and Sondra Bando	$50.00	Spring baseball trip to Cooperstown
Riverside University High School	Margaret F. Scott and son, Michael H. Scott	$10,000.00	Annual tour of Historically Black Colleges and Universities
Riverside University High School	Dr. Michael C. Collopy	$200.00	Spring baseball trip to Cooperstown
Riverside University High School	Michael and Crystal Andaloro	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	Richard and Kathy Johnson	$800.00	Spring baseball trip to Cooperstown

School	Donor	Amount	Gift of Purpose
Riverside University High School	Gary and Helen Heilmann	$50.00	Spring baseball trip to Cooperstown
Riverside University High School	K.H. Morris	$25.00	Spring baseball trip to Cooperstown
Riverside University High School	Fred N. Tobak	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	Curt Laetz	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	Bob and Chris O'Keefe	$6,000.00	Spring baseball trip to Cooperstown
School-to-Work Transition Program	Imagine Nation Books	$303.49	Student aid fund
School-to-Work Transition Program	Bon Ton	$130.90	Student aid fund
Silver Spring School	William Dosemagen	$100.00	PBIS incentives
Tippecanoe	Parent of student (anonymous)	$2,000.00	Staff reductions only
Trowbridge School	Williams Children's Foundation Inc.	$5,000.00	To purchase 500 Bucks tickets
Washington HS of IT	SIM — Society for Information Management	$1,500.00	IFair support

Note: On October 26, 2010, the Board accepted a $20,000 gift from Mr. John Shiely, Chairman of the Briggs & Stratton Corporation, for the Martin Luther King, Jr., K-8 School's 2011 8th-Grade Trip. Originally the trip had been planned for Orlando and Atlanta. Due to the district's prohibition against trips to theme parks, Orlando was subsequently dropped from the itinerary. The 2011 8th-grade civil rights class trip will be to Memphis, Tennessee. In late February, Mr. Shiely requested that his donation be returned immediately because the students are not going to Orlando. A check for the return of the $20,000 gift was sent to Mr. Shiely on March 9, 2011.

Committee's Recommendation

Your Committee:

1. recommends that the Board authorize the contracts — except the professional services contract for long-range Facilities Master Plan Services — and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board; and

2. is forwarding the professional services contract for long-range Facilities Master Plan Services to the Board without recommendation.

Director Blewett moved to approve the item and to authorize the President to work with the Superintendent to do what is necessary to get the facilities master plan developed, including the ability to contract up to the amount indicated in the item.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner and President Bonds—6.

Noes—Director Woodward—1.

Abstaining from voting—Director Miller—1.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Certificated Appointments; Action on Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
2	Tiffany Engel School Safety	School Safety Assistant $21,344.26/yr.	02-14-11
2	Michael Lindsey School Safety	School Safety Assistant $21,344.26/yr.	02-14-11
4	Alexander Maldonado F&M Svcs	Sheet Metal Worker $73,200.00/yr.	02-21-11
2	Lazell Render School Safety	School Safety Assistant $21,344.26/yr.	02-14-11
5	Cheryl Rodefer Special Services	Technology Support Analyst I $53,656.35/yr.	02-07-11
		Promotions	
5	Kris Bertram Finance	Accounting Assistant I $36,324.04/yr.	03-09-11
2	Melanie Harper MHSA	Building Service Helper II $29,514.05/yr.	02-21-11
2	Tammi Harper Washington	Building Service Helper II $29,514.05/yr.	02-21-11
2	Linda Martin Phillips	School Secretary II $39,516.14/yr.	03-08-11
2	Henry Redic Roosevelt	School Engineer III $53,621.88/yr.	02-21-11
		Returns from Leaves	
	Shalanda Driver Emerson	School Secretary I $24,313.31/yr.	02-22-11
		Changes in Status	
	Carmencita Cruz[1] Longfellow	School Secretary I $29,038.17/yr.	03-14-11

Eleanor Wojnar[2]	School Secretary I	02-14-11
F&M Svcs	$34,965.38/yr.	

[1]From 12-month to 10-month
[2]From 10-month to 12-month

Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Scott Byers EC:EEN Bilingual Education	B	$35,729.00	0	02/11/2011
5,r	Alexandruia N. Kasprzak ESL	B	$35,729.00	0	02/30/2011
5,r	Jessica Shriver Special Education — Cross-Categorical	B	$35,729.00	0	01/25/2011
5,r	Sarah M. Swartzendruber Special Education — MRP/EBD	B	$35,729.00	0	01/25/2011
4,nr	Elizabeth V. Villareal Bilingual Education	B	$35,729.00	0	02/14/2011
2,r	Niani K. Yarbrough-Quirk Special Education — Cross-Categorical	B	$35,729.00	0	02/24/2011

Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Diaz, Jennifer	Grantosa	April 7, 2011
Personal Leave, June 2011:		
Bulger, Frances	35th St/Hi-Mount	February 11, 2011
Paul, Sharon	65th St	January 25, 2011

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Karen Algiers	Teacher	02/25/11
Alan Anderson	Teacher	06/15/11
Mary Angell	Teacher	06/15/11
Andy Apple	Psychologist	06/15/11
Patricia Ashton	Teacher	03/07/11
Craig Belcher	Teacher	06/15/11
Pamela Bell	Principal	03/01/11
Anita Bensman	Teacher	06/24/11
Dorothy Black	Teacher	03/01/11
Gloria Bodenhagen	Teacher	06/15/11
Christine Boer	Teacher	06/16/11
Veronica Boinski	Teacher	06/15/11
Susan Bonier	Teacher	06/15/11
Bonnie Book	Teacher	06/15/11
Shirley Briggs Stephens	Asst. Prin.	03/14/11

Jacqueline Bruce	Teacher	06/15/11
Nikki Bruneau	Teacher	06/15/11
Lori Cameron	Psychologist	06/21/11
Ronald Carr	Specialist	06/30/11
Richard Case	Teacher	03/04/11
Kathleen Causier	Teacher	06/15/11
Marquet Cavanaugh	Teacher	06/15/11
Lenore Ceizyk	Teacher	06/15/11
Lauren Coleman	Nurse	03/23/11
Julia D'Amato	Principal	02/14/11
Prabhaker Dammanna	Teacher	06/15/11
Stephen DeCleene	Teacher	02/25/11
MaryLou DeFino	Teacher	06/15/11
Richard Desotelle	Asst. Prin.	03/10/11
Nadine Drobac	Teacher	06/15/11
Mark Ebert	Teacher	06/15/11
Diane Edwards	Teacher	06/15/11
Erin Edwards	Teacher	02/11/11
Barbara Egan-Cole	Teacher	06/15/11
Debra Fanning	Teacher	06/15/11
Karen Flanagan	Teacher	06/15/11
Carolyn Foster	Teacher	06/15/11
Carrol Franklin	Teacher	06/15/11
Karen Fusek	Teacher	06/15/11
Shanda Gandy-Johnikin	Teacher	03/11/11
Toni Gee	Teacher	06/15/11
Leon Gegere	Teacher	06/15/11
Suzane Giaimo	Teacher	06/15/11
Douglas Glasenapp	Teacher	05/31/11
Stephanie Govin-Matzat	Teacher	06/22/11
Nancy Grochowski	Teacher	06/15/11
Cynthia Hendricks	Teacher	06/15/11
Carol Hokanson	Teacher	06/15/11
Deborra Huyck	Teacher	06/15/11
Susan Jans	Teacher	06/15/11
Janet Jenness	Teacher	06/15/11
Ellen Johnson	Teacher	06/15/11
Faith Johnson	Teacher	05/31/11
Victoria Johnson	Teacher	06/15/11
Arthur Kasper	Teacher	06/15/11
Toni Keast	Teacher	06/15/11
Diane Keller	Teacher	06/15/11
Jennifer Kelnhofer	Teacher	06/15/11
Paula Kelm	Teacher	02/11/11
Doris Kennedy	Principal	03/25/11
Patricia Kenner	Teacher	06/15/11
Donald Kielich	Teacher	06/26/11
Thomas Kloecker	Teacher	06/15/11
Jean Kranendonk	Teacher	06/15/11
Mary Kushner	Teacher	06/15/11

Michael Langyel	Teacher	06/15/11
Dona Laufer	Teacher	06/15/11
Stephen Levine	Psychologist	06/21/11
Carol Lewandowski	Teacher	06/15/11
Steven Lewandowski	Teacher	06/15/11
Priscilla Lietz	Teacher	06/15/11
Hannah Lindert	Teacher	06/15/11
Thomas Linzmeyer	Teacher	06/15/11
Gail Logan	Teacher	06/15/11
Janice Love	Asst. Prin.	06/17/11
Hazel Luckett	Carson	06/15/11
Susan Mallinger	Teacher	06/21/11
Joanne Matevek	Teacher	06/15/11
Joe McCoy-Neal	Teacher	01/02/11
Mildred McDowell	Teacher	06/21/11
Susan McGuire	Teacher	06/15/11
Judith Meetz	Teacher	06/15/11
Clotilde Melo	Teacher	02/04/11
Claudia Morris	Teacher	06/15/11
Andrew Moss	Teacher	06/15/11
Judith Mucklin	Teacher	06/15/11
Marie Newby-Randle	Principal	06/30/11
Girtha Myers	Teacher	06/15/11
Christine Nguyen	Teacher	06/15/11
John Nolan, II	Teacher	05/31/11
Patricia Ottmann	Teacher	06/15/11
Anne Oulahan	Teacher	06/15/11
Joyce Pace	Teacher	05/31/11
Pasquale Parisi	Teacher	06/15/11
Joan Peifer	Teacher	06/15/11
Krisann Pergande	Teacher	06/15/11
Paula Phillips	Soc. Worker	06/24/11
Gail Piotrowski	Teacher	06/15/11
Suzanne Powell	Teacher	06/15/11
Laurel Poytinger	Teacher	06/15/11
Beth Puestow	Teacher	06/15/11
Minnie Pulliam-Novy	Principal	02/25/11
Ronald Ranieri	Asst. Prin.	06/22/11
Christina Ratatori	Teacher	02/28/11
Cynthia Raven	Psychologist	03/30/11
Carmen Rivera	Teacher	06/15/11
Rita Roberts	Teacher	06/15/11
Nora Robles	Teacher	03/04/11
Kathleen Roszak	Teacher	06/15/11
Harriet Russo	Teacher	06/15/11
Kevin Ryan	Teacher	06/15/11
Cynthia Sackman	Teacher	06/15/11
Victoria Samolyk	Teacher	06/15/11
Mark Schimenz	Teacher	06/21/11
Rhona Schnoll	Teacher	06/15/11

Chris Robert Smith	Teacher	06/15/11
Darrell Smith	Teacher	06/15/11
Steven Smith	Psychologist	03/04/11
David Sosa	Teacher	06/15/11
Jacque Sosoff	Teacher	06/15/11
Gregory Stadler	Teacher	06/15/11
Katherine Staff	Psychologist	06/21/11
Mary Stoll	Teacher	06/15/11
Virginia Story	Teacher	03/04/11
Thomas Stuart	Psychologist	06/22/11
Jessica Sumner	Teacher	02/25/11
Sally Swetnam	Teacher	06/30/11
Rosemary Smyczek	Teacher	06/06/11
Darrell Terrell	Teacher	06/15/11
Grace Thomsen	Specialist	06/30/11
Michele Tiffany	Teacher	06/15/11
Carmen Torres-Nans	Teacher	06/15/11
Alfred Utri	Teacher	06/15/11
Patricia Walsh	Teacher	06/15/11
Jean Walsh-Doud	Teacher	06/15/11
Dexter Weaver	Teacher	06/15/11
Sally Weems	Teacher	06/15/11
Jesse Weinberg	Teacher	04/01/11
David Weingrod	Soc. Worker	06/21/11
Rosemary Whalen	Teacher	06/15/11
Alice Winkler	Teacher	06/15/11
Gail Wos	Teacher	06/15/11
Sandra Wszalek	Teacher	06/15/11
Patricia Young	Teacher	06/15/11
Karen Zakszewski	Teacher	06/15/11
Mary Zelenka	Teacher	06/15/11
Michael Zaleski	Teacher	06/15/11
Nick Zizzo	Teacher	06/15/11

Revised from February 2011 Board Report

Mary Maresh	Asst. Prin.	03/01/11
Nilsa Muniz	Teacher	02/07/11
Tyrassa Riley	Teacher	06/30/11

Classified Retirements

Name	Position	Effective Date
James Braatz	Plasterer	02-09-11
Rose Carini	Food Service Asst.	02-21-11
Kathleen Glembin	Human Resources Asst.	02-01-11
Betty Kasprzak	Bldg. Service Helper I	02-02-11
Peggy Silkey	School Secretary I	02-19-11
Linda Ward	School Secretary III	02-05-11

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for February 2011 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individual be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

5(r)	Afton Orth	Assistant Recreation Supervisor Division of Recreation and Community Services	Schedule III, Range 04A $46,562

Codes:

1	Native American
2	African American
3	Asian/Oriental/Pacific Islander
4	Hispanic
5	White
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Possible Action on the Monthly Report of the Chief Accountability and Efficiency Officer

Review of City of Milwaukee's Disparity Study Findings and Recommendations

At the meeting of the Milwaukee Board of School Directors on January 27, 2011, OAE (Office of Accountability and Efficiency) reported that it would analyze the City of Milwaukee's Disparity Study and make recommendations on how MPS should proceed relative to its Historically Underutilized Business (HUB), Communities in Need (COIN), and student-engagement policies.

1. Overview of the City of Milwaukee's December 2010 Disparity Study

   a. D. Wilson Consulting Group conducted a study to determine whether disparities exist for emerging minority- and woman-owned business enterprises (EBEs) working on City of Milwaukee construction, professional services, and goods-and-services contracts. The consultants defined disparity as occurring when "there are more available EBEs ready,

willing and able to conduct work on City of Milwaukee contracts than are utilized."

b. The study — which, except for the anecdotal analysis, pertains only to the City of Milwaukee — covered four years of city procurement activity, from January 2005 through December 2008. The anecdotal analysis also applies to the Milwaukee Metropolitan Sewerage District, which participated with the City in this part of the study.

c. A copy of the December 20, 2010, presentation of the study's findings and recommendations is attached. A summary of the report's findings and recommendations is below.

(1) Findings

- Significant disparity exists between use and availability of minority-owned construction, professional services, and goods-and-services firms.
- Anecdotal evidence indicated that the City's race-neutral program does not adequately address the under-use of these firms.

(2) Recommendations

The City should:

- amend its EBE program to include race-/gender-specific annual participation goals for construction;
- limit EBE program to the metropolitan area;
- conduct quarterly monitoring to ensure EBE use;
- implement an outreach program to MBE and WBE firms;
- track procurement activity;
- track all contract awards and payments to prime contractors and subcontractors;
- track all requisitions and payments by type of procurement for all contractors;
- conduct contract compliance verification and follow-up;
- consider adopting MMSD's payment policies for prime and subcontractors;
- conduct random audits of prime contractor payments to EBE firms;
- ensure prompt payment to EBE firms (the city recently adopted a seven-day prompt payment requirement); and
- audit current compliance processes.

2. Significant aspects of the programs of the City and Milwaukee Public Schools are outlined below.

City of Milwaukee — Emerging Business Enterprise Program (EBEP)

3. The EBEP was designed to assist and protect the interests of emerging and small-business concerns. Program staff members work to ensure that emerging businesses can compete in a free market as independent business owners.

4. The Resident Preference Program (RPP) targets unemployed workers, those laid off more than 30 days or who have worked less than 1,200 hours in the preceding 12-month period, and underemployed residents.

5. The City recently adopted a prompt-payment rule of 30 days for prime vendors that requires payment to subcontractors within seven days of the prime vendors having received payment from the City.

6. The City provides a 5% bid allowance to vendors located in Milwaukee, if the amount separating the low bidder from the City-based vendor is less than $25,000.

7. The City has the Earn and Learn Summer Jobs Program for City of Milwaukee youth.

8. The City is in the process of purchasing a contract-monitoring software system that is being evaluated by MMSD and Contract Compliance representatives for opportunities for eventual collaboration.

9. As a result of the disparity study, the City is moving toward a combination race-and-gender-conscious and race-and-gender-neutral program that will be applied on a case-by-case basis. Final details are under development and, complete information on what the City will do to address the study's findings is unavailable.

10. The Manager of MPS Contract Compliance Services is on the City's External Advisory Committee regarding post-study race- and gender-specific programming.

11. The City has a Local Business Enterprise (LBE) provision. As a result of the adoption of the Milwaukee Opportunities for Restoring Employment (M.O.R.E) Ordinance on March 25, 2009, contracting departments throughout the City of Milwaukee have annual LBE participation requirements.

MPS — Contract Compliance Services (CCS)

12. CCS manages contract provisions that require participation of MPS students (student engagement) as well as supplier diversity (Historically Underutilized Businesses) and the inclusion of individuals qualifying for the Communities in Need (COIN) program (see below).

a. Historically Underutilized Business (HUB)

(2) HUB is a race-neutral program that includes, but is not limited to, certified businesses identified as minority-owned (MBE), woman-owned (WBE), emerging (EBE), disadvantaged (DBE), Small Business Administration-8A (SBA-8A), and disabled veteran (DVBE). Prior to advertisement, RFPs are reviewed for assignment of HUB participation requirements whenever ready, willing, and available vendors exist.

(3) HUB participation, where applicable, is a requirement and is considered a component of bid responsiveness.

(4) MPS has a 10-day requirement for prime vendor payment to subcontractors following receipt by prime of payment from MPS.

(5) Contract Compliance Services verifies payments to HUB vendors on all DFMS contracts. Verification has recently been implemented on Central Services professional services contracts.

b. **Communities In Need Program (COIN).** Administrative Policy 3.13 is a preferential-hiring program that targets unemployed and underemployed citizens whose household incomes meet federal free and reduced-price lunch eligibility. Participation hours are assigned to DFMS contract labor hours prior to project advertisement.

c. **Student Engagement.** Requirements for participation of MPS students are applied to DFMS and Central Services RFPs. When assigned, MPS contractors are required to employ and/or provide career awareness activities to MPS students during the course of the contract period.

13. MPS applies financial sanctions for unmet HUB, COIN, and student-engagement requirements on FMS contracts. Contract Compliance Services also has implemented the sanctions process for professional services contracts when the contract information is available for timely monitoring.

14. MPS does not have a Local Business Enterprise preference.

15. OAE and the MPS Department of Technology continue to monitor and evaluate the IFAS Contract Management module's capacity to address Board and Administration HUB, COIN and student-engagement report issues, along with other district contract-monitoring targets.

16. MPS vendor performance or commitment to HUB, COIN, and student-engagement requirements for FY10 and FY11 through January 31, 2011, are provided below. The numbers below reflect only contract dollars that were assigned HUB, COIN, or student-engagement requirements during the report period.

DFMS Contractor Performance (Actual)		
Year	FY11 to Jan. 31	FY10
Contract Award Dollars With HUB Required	$3,031,283	$9,852,202
Prime Vendor with HUB Required Paid To Date	$2,443,773	$8,562,547
Verified Payment to HUB Vendors/%	$1,255,177 51%	$2,798,844 33%
Project Workforce Hours/Average COIN % Required	12,423 27%	61,932 29%
COIN Actual To Date/%	2,327 19%	18,310 29.56%
Student Employment Hours/% of Required Completed	2,441 54%	8,529 93%
Student Career Ed Hours/% of Required Completed	10 7%	255.5 58%

Professional Service Dollar (Commitment)		
Year	FY11 through Jan. 31	FY 10
Contract Award Dollars with HUB Required	$23,842,032	$7,187,062
Vendor Commitment to HUB Requirement	$8,583,131 36%	$2,587,342 36%
Contract Student Career Ed Hours Required	654	398
Vendor Commitment to Student Requirement	654	398

CCS Next Steps

17. CCS will continue to monitor developments at the City to determine whether alignment to changes in the City's program would enhance the district's ability to support target-group participation in MPS contracts. Judicial precedent indicates that MPS may rely on findings of discrimination by other governmental agencies with the same or similar borders. The City Attorney advises that, if MPS adopts a race-conscious program based on the City's study, all recommendations of the study must be incorporated into its program.

18. CCS is reviewing Administrative Policies 3.09, 3.10, and 3.13, specific to HUB, COIN, and student engagement for needed updates and revisions.

19. CCS will continue its collaboration with the City, MMSD, and other state and local entities who have supplier diversity programs to share information and best practices.

20. CSS will continue to work with the MPS Department of Technology to present enterprise-wide system solutions (e.g.. IFAS Contract Manager) that help the district meet monitoring needs.

Attachments

1. City of Milwaukee Disparity Study Findings and Recommendations Presentation (provided under separate cover)

2. MPS Supplier Diversity Program History (pp. **Error! Bookmark not defined.-Error! Bookmark not defined.**).

Committee's Recommendation

Your Committee recommends that the Board direct Contract Compliance Services to:

1. investigate and report back to the Board regarding the option to institute a Local Business Enterprise provision within the district's bidding process;

2. investigate and report to the Board on the feasibility of applying race- and gender-conscious requirements to MPS contracts in accordance with the findings and recommendations of the City's disparity study; and

3. collaborate with the Administration to investigate and report back to the Board on potential development of policies requiring offices, divisions, and departments to meet goals for HUB, COIN, and student-engagement participation in total contracted services and total purchases for each fiscal year.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 5) Action on the Award of a Professional Services Contract with the National Institute for School Leadership to Provide Leadership Training for Principals and School Leaders

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contract:

RFP 713 Contract with the National Institute for School Leadership to Provide Leadership Training for Principals and School Leaders

The Administration is requesting authorization to enter into a contract with The National Institute for School Leadership (NISL) to provide a rigorous, comprehensive, high-quality leadership-training program to 60 principals and school leaders to support student improvements in such academic areas as benchmark assessments, state-mandated reading and math scores, grade-level promotions, and graduation rates.

The NISL curriculum consists of a combination of best practices in teaching and learning, knowledge of subject-area content, and leadership knowledge and practices. It is supported by a scientifically rigorous study that links implementation of the training program directly to student-achievement gains at the elementary, middle-, and high-school levels. The curriculum is designed to significantly improve a school leader's ability to be a strong instructional leader.

Principals and school leaders will receive 27 classroom days of instruction from NISL Master Faculty and NISL Certified Facilitators and 40 hours of on-line curriculum spread over an approximate 15-month training cycle. A 360 evaluation will be administered twice during training, serving as a basis for individualized professional development plans based on each individual's strengths and weaknesses. Learning is job-embedded with action learning projects and application to real problems in the local setting.

The NISL program complements such district initiatives as the Comprehensive Literacy Plan, Measures of Academic Progress (MAP), the Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and the upcoming Comprehensive Mathematics Plan. The NISL program is also aligned to the Wisconsin Educator Standards for Administrators

The vendor was chosen pursuant to RFP 713, which closed on January 7, 2011. The Administration proposes an initial contract for 60 principals and school leaders. Upon the demonstrated success of that cohort, the Administration will seek additional contracts to train the remaining principals and school leaders.

The contract shall be in effect from April 1, 2011, through November 30, 2012. The total cost of the contract will not exceed $600,000.

Budget Code: SDV-0-S-TV1-D0-ECNS $150,000
SD1-0-S-TQ1-LS-ECTS (SIG — Staff Development).....$150,000
SD1-0-S-SQ2-DW-ECTS (SIG — Staff Development) $300,000
HUB % set 15%
HUB % proposed 15%
Total HUB $.....TBD

RFP 713 — Leadership Training for MPS Principals and School Leaders
Opening Date: January 7, 2011
Evaluation Summary

Bidder	Reviewers' Scores					Cumulative Total
	1	2	3	4	5	
National Institute for School Leadership	86.1	83.1	71.1	83.1	71.1	394.5
Cambium Learning	79.9	81.9	64.9	82.9	51.9	361.5
McGraw-Hill Education Group	64.6	83.6	65.6	86.6	36.6	337
Cambridge Education	51.1	76.1	58.1	70.1	30.1	285.5
Mosaica Education	43.9	66.9	47.9	68.9	35.9	263.5
Alverno College	55.9	41.9	59.9	58.9	44.9	261.5
UPD Consulting, LLC	45.8	55.8	53.8	65.8	19.8	241
Synesi Associates, Inc.	41.7	52.7	41.7	66.7	23.7	226.5
Catapult Learning	36.8	45.8	35.8	56.8	36.8	212
Cardinal Stritch University	32.6	42.6	34.6	65.6	30.6	206
Howick Associates	26.5	46.5	20.5	59.5	26.5	179.5
PRM Consulting, Inc.	15	44	32	50	4	145

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 6) Action on a Request to Waive Administrative Policy 5.01(8)(B) and to Merge Hopkins Street School and Lloyd Street School, To Be Effective with the Beginning of the 2011-12 School Year

Background

1. The District's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. Under-enrolled schools dilute the impact of the district's resources. In October 2010, the Administration brought to the Board a report on a comprehensive approach to program consolidation and closing buildings. That plan included the following steps:

a. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and recreational programming.

3. The Administration is now recommending the merger of Hopkins Street School, located at 1503 W. Hopkins Street, and Lloyd Street School, located at 1228 W. Lloyd Street, with the merged school to be placed at the Lloyd site beginning with the 2011-12 school year.

Administration's Analysis

4. Hopkins Street School and Lloyd Street School meet the criteria for building consolidation as set forth in Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

5. Hopkins Street School provides an educational program for students in grades K4 to grade 8. Lloyd Street School serves students in grades K4 to grade 5 on a year-round school calendar. The consolidated school would serve students in grades K4 to grade 8 at the Lloyd site with a regular calendar.

6. The official September 2010 enrollment at Hopkins Street School was 272 students, including 64 students with special education needs (24%). In 2007, the capacity of Hopkins Street School was identified as 799. Based on this figure, Hopkins is currently at 44% of capacity. Hopkins's enrollment decreased 56% from Third Friday 2001 to Third Friday 2010. During this period, the district's enrollment decreased by 17%. The year-by-year history follows:

2001.....615
2002.....575
2003.....484
2004.....469
2005.....482
2006.....463
2007.....440
2008.....399
2009.....325
2010.....272
2011 Projection.....261

7. The official September 2010 enrollment at Lloyd Street School was 352, including 53 students with special needs (15%). In 2007, the capacity of Lloyd Street School was estimated at 675 students. Based on this figure, Lloyd is at 52% of capacity. Lloyd's enrollment decreased 37% from Third Friday 2001 to Third Friday 2010. During this period, the district's enrollment decreased by 17%. The year-by-year history follows:

2001.....563
2002.....555
2003.....543
2004.....564
2005.....547
2006.....520
2007.....487
2008.....473
2009.....437
2010.....352
2011 Projection.....338

8. On Monday, March 7, 2011, representatives of the Administration came together in a joint meeting of the Lloyd Street School and Hopkins Street School staff to discuss the proposed merger. Parents and guardians of Hopkins students were invited to a school meeting on Thursday, March 10, 2011, to discuss the proposed closing. Parents and guardians of Lloyd Street School students were invited to a school meeting on Tuesday, March 15, 2011. On Monday, May 09, 2011, staff, parents, and guardians of both schools were informed via a letter of the March 22, 2011, meeting of the Board's Committee on Accountability, Finance, and Personnel and of the opportunity to provide testimony at a public hearing at that time.

9. The merged Lloyd/Hopkins school will serve 558 students and will be named the Lindsay Heights Community School. Upon approval of the merger by the Board, it is expected that the newly formed community school may want to pursue a name change that best reflects the merged school and its educational mission.

10. The new, consolidated Lindsay Heights Community School will offer students a college-preparatory curriculum in a community-school setting. The community-school model, exemplified by the Harlem Children's Zone movement and other schools around the country, is a strategy for organizing the resources of the community around student success. Community schools have three dimensions:

a. Improved Learning for Children

(1) The new Lindsay Heights Community School will collaborate with the Marquette Department of Educational Policy and Leadership and other partners to ensure that the school offers a college-preparatory curriculum, along with a focus on quality teaching. The Marquette College of Education will provide supplemental small-group instruction in reading and mathematics to approximately 60 elementary students each semester, field-placement college students, student teachers, opportunities for staff professional development, program evaluation, and research. The Marquette Educational Opportunities Program will offer pre-college enrichment for 7th- and 8th- grade students. The partnership with Marquette will allow students of all ages to visit the University and identify with the college experience.

(2). Other educational partnerships already underway in one or both schools — including the SHARP social science and science literacy project in collaboration with the Milwaukee Museum currently at Lloyd, the Hopkins e-Learning project that provides individual laptops to 6th-graders, the SPARK tutoring project, and VISTA volunteer tutors — will continue. The school will also be committed to articulating a clear definition of what good teaching looks like and unified classroom strategies, along with supports for curriculum and instruction. Both school communities are committed to the Positive Behavioral Interventions and Support (PBIS) model.

(3) Input from the school communities will be secured regarding the option of school uniforms currently in place at Lloyd. It is anticipated that the budget for the two

schools will allow for the school community to include an assistant principal and some specialist support. Hopkins has enjoyed a strong drum line and African hand-drumming program, and Lloyd has had a strong music program in the past. A goal is to identify funding that would allow these programs to continue. The SAGE program would continue at the Lloyd site, using a 30:2 classroom configuration.

b. Community Alliances for Healthy Families

(1) Hopkins and Lloyd are both part of the Lindsay Heights Initiative promoting community schools. With support from the Zilber family bequest, the Lindsay Heights Association is bringing together schools and community organizations in the Lindsay Heights neighborhood in a movement similar to the Harlem Children's Zone initiative. In addition, developing a community school serving the Hopkins community has been identified as the centerpiece of the educational agenda of MICAH (Milwaukee Inner City Congregations Allied for Hope). MICAH will extend this support to the merged Lloyd/Hopkins Lindsay Heights school.

(2) Both schools have built strong partnerships with community organizations. The Hepatha Lutheran Church congregation actively supports our children at Hopkins, and the Jericho Missionary Baptist Church supports our children at Lloyd. Both schools participate in the SMART Smiles program, which offers dental services to children through the Marquette University Dental School. Both schools collaborate with Children's Outing Association (COA) to involve parents in their children's education.

c. Educational and Cultural Enrichment

A third component of the vision for the Lloyd/Hopkins Lindsay Heights school is the commitment to open the schoolhouse to enrichment opportunities for families and community members. Community schools typically partner with cultural, educational, and other organizations to provide opportunities to the community, ranging from GED programs and college classes to dance troupes and basketball leagues.

11. Hopkins's transportation zone follows the northside cluster model, with transportation provided to students who live between on-half and two miles away. Transportation is currently provided to students at a cost of $95,231. Lloyd recently lost its citywide status and is slated to move to the cluster model in 2011-12. Transportation is currently provided to students at a cost of $285,358.

12. Following the Board's approval, the Administration will develop and bring to the Board for approval the recommended Lloyd/Hopkins Lindsay Heights attendance area for student assignment and transportation purposes. Lloyd students in grades K4 to 4 and Hopkins students in grades K4 to 7 will be given priority status in applying to any open seats in their transportation regions. Lloyd fifth-graders assigned to other schools for the 2011-12 school year will be given the option of keeping their slated assignments or enrolling in the merged school for grade 6.

Strategic Plan Compatibility Statement

13. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy, or Board Rules Statement

14. The proposed merger of Hopkins K-8 School and Lloyd Street School at the Lloyd Street site will require a waiver of Administrative Policy 5.01(8)(b) Facilities which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…"

15. The proposed merger meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

16. Costs for moving are budgeted in FY12 Capital Plan mergers/consolidation.

Fiscal Impact Statement

17. The proposed merger of Hopkins K-8 School and Lloyd Street School at the Lloyd Street site is estimated to result in $216,000 in facility operational savings that will be used to reduce district expenses. The FY12 transportation cost for a merged school at Lloyd is estimated at $209,932 for regular and $118,067 for special education. This is a savings of $25,677 in regular transportation costs. Per-pupil allocations not distributed to the merged school would be set aside for the schools which are identified by the Third Friday enrollment counts.

Implementation and Assessment Plan

18. Upon the Board's approval, the East Regional System of Support Team will assist the Hopkins and Lloyd school communities with all of the activities required to merge the schools, identify Fall placements as needed for all of the children, and assist with the development of the Lindsay Heights Community School.

19. The Administration will develop and bring to the Board for approval the recommended Lloyd/Hopkins Lindsay Heights attendance area for student assignment and transportation purposes.

20. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on schools to be merged for the upcoming school year;

2. approve the merging of the Lloyd Street School, located at 1228 West Lloyd Street, into the Hopkins Street School, located at 1503 West Hopkins Street, at the end of the 2010-11 school year; and

3. rename the merged school the Lindsay Heights Community School.

Director Woodward moved to approve the Committee's recommendation with one revision: rename the merged school the Hopkins and Lloyd Community School.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward, and President Bonds—5.

Noes—Directors Petersons, Spence, Thompson and Voeltner—4.

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(Item 7) Action on a Lease Agreement with the Business and Economics Academy of Milwaukee (BEAM) at Vel Philips School

Background

1. Significant vacant space will be available on July 1, 2011, for lease in the Vel Philips School building, 3620 North 18th Street.

2. The Administration is interested in increasing student enrollment and expanding the number of high-performing programs within the district.

3. In February 2010, the Business and Economics Academy of Milwaukee (BEAM) entered into a contract with MPS to operate an MPS non-instrumentality charter school serving students in K4 through eighth grade. The mission of BEAM is to educate students to succeed and prosper as productive, accountable citizens.

4. The recently approved charter for BEAM allows enrollment of 600 students, who will be included in MPS enrollment counts.

Administration's Analysis

5. This item requests authorization for the Administration to enter into a five-year lease agreement with BEAM to lease space at the Vel Philips School building. The proposed lease between MPS and BEAM will assist in facilitating the growth, stability, expansion, and longevity of the BEAM program.

6. The proposed lease calls for payments totaling $5,566,271 over five years. It is anticipated that those payments will cover the operating costs of the portion of the facility that BEAM will occupy. If increases in costs warrant, an adjustment for utility costs in excess of the rental base will be paid by BEAM. MPS staff will operate the building. The lease calls for annual rent increases of 2.0%; in addition, the tenant will be responsible for increases in utility costs that exceed the annual 2%. This rate is based on operating expenses of $6.18/square foot. The lease will commence on July 1, 2011, and will terminate on June 30, 2016.

7. A copy of the proposed lease agreement is attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The District allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Board Governance Policy 4.08, Lease Agreements; and Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

10. This item does not authorize expenditures. Revenue that will be applied to the FY12 budget is anticipated at $571,346; the total value of the five-year lease is $5,566,271. Proceeds from the lease agreement will be deposited in the Construction Fund, account FAR-0-0-TCN-DW-RRNT, which will cover related utilities and staff costs.

Implementation and Assessment Plan

11. Upon approval by the Board, the Lease Agreement will be executed.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a five-year lease agreement with Business and Economics Academy of Milwaukee (BEAM), as attached to the minutes of your Committee's meeting, for the use of Vel Philips School. Anticipated total lease payments for July 1, 2011, through June 30, 2016, total $5,566,271.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 8) Action on a Request To Move Kilmer Alternative High School from Its Two Present Locations to the 27th Street School Campus

Background

1. Kilmer South Alternative High School is currently located at 4807 South 2nd Street, with a North Campus located at the Steuben Complex at 2360 N. 52nd Street. Between the two campuses, educational services are offered to 526 students in grades 9 through 12.

2. Kilmer Alternative High School's main goal is to meet the educational needs of at-risk students ages 16–21. Kilmer's educational program is designed to improve students' attitude, work habits, social skills, attendance, and academic achievement. Kilmer offers students a rigorous instructional program that follows the mandates of the district's Comprehensive Literacy Plan. This takes the form of collaborative planning and instruction between content-area teachers and specialists in each of the campuses. Teachers incorporate traditional instruction, technology-based instruction, and career awareness toward meeting the needs of the diverse at-risk student population.

3. Students' learning is enhanced through a school-to-work program which provides students with a half-day of instructional services along with supervised work experience at community agencies and business. Students receive credit for their work.

4. Classroom teachers implement the WISCareer inventory, which provides resumé-writing, job-application, and interview skills that conclude with a job-readiness portfolio.

5. In June 2010, 48 of 191 students who graduated received high-school diplomas through the GED Options 2 Program. Kilmer offers strong support to students as they transition from high school to higher education, the work force, or the military.

6. Kilmer's September 2010 state aid enrollment count was 526 students serviced between the two campuses. The present attendance rate is 76.8%, compared with last year's 43.7%. The suspension rate presently is at 8.3%, compared with last year's 16.7%.

7. Kilmer's 2009-10 WKCE–CRT score in reading for all assessed students was 29.0% proficient or above; and scores in math for all assessed students was 12.9% proficient or above.

8. Kilmer Alternative High School's business partnerships include MATC, Job Centers of Wisconsin, Arts at Large, and UMOS (United Migrant Opportunity Services). Kilmer High School's job placements for 2010–11 consist of Target Stores, Wendy's Restaurants, Checker's Restaurants, Sampuzchi's Restaurant, St. Luke's Health Center, Priority Child Care Services, and Happy Ending Animal Shelter; in addition to other agencies where students are provided with work opportunities.

9. The projected move would provide students with a more centralized location within the district and easy access via public transportation. The move will also provide extra amenities such as a cafeteria, library, and additional classroom space to accommodate an expanded program of art and science.

10. For transportation, all students are provided with bus passes.

11. Housing the North and South Campuses in one building will allow the administrator to oversee the whole school.

Administration's Analysis

12. On February 4, 2011, representatives from MPS met with the staff at Kilmer South High School to discuss the move from its two current locations to the 27th Street site, merging both South and North campuses. The staff members from both campuses were in agreement with the move.

13. The school currently has two locations — South at 4807 S. 2nd Street, and North at 2360 N. 52nd Street. Both campuses will be moving to the 27th Street building, located at 1312 N. 27th Street. Kilmer Alternative High School will occupy the entire school building.

14. MPS currently leases 38,430 SF of instructional space for the Kilmer South program at 4807 S. 2nd Street from First Property, LLC, at an annual cost of $396,431. The lease was amended in August 2009 to reflect a three-year extension, which is scheduled to expire on August 14, 2012.Currently, Kilmer's lease is paid through its per-pupil allocation. Terminating the lease and allowing Kilmer to move to the 27th Street facility will allow Kilmer to use some of these savings on additional services support for students.

15. The new location will provide an opportunity for all current programs to be implemented and a continuum of educational services to be located in one campus offering students a wide range of services. Kilmer students will have access to a gymnasium, auditorium, and cafeteria.

16. The space that the Kilmer community will be occupying at the 27th Street facility is much larger than the space they currently occupy.

17. The 27th Street School campus will offer a stand-alone site located in a central location close to public transportation, which will allow the school to increase its enrollment.

18. The consolidation and relocation of the Kilmer South and the Kilmer North campuses to the 27th Street School will require building modifications. In order for the program to be operational at the start of the school year, the following building modifications must be completed no later than August 15, 2011:

- installation of new exterior signage;
- installation of security cameras;
- construction of the PLATO lab;
- space and shelving for record storage;
- installation of flooring in the weight room;
- activation of phones and computer network, including installation of head-end equipment;
- purchase and set up of re-therm unit in the kitchen; and
- moving and set up.

19. These items directly affect educational programming and academic proficiency of the Kilmer program. In order to complete this work, the Administration is requesting expenditure authority in the amount of $400,000. The cost estimate is inclusive of design, construction, construction contingency, construction administration, FF&E, and contracted moving services.

20. In order to complete the moving, set-up, and building modifications listed, the Administration will secure the services of a construction manager (CM) and project architect (PA) through an informal

competitive bid process. Three CM and three PA firms will be contacted and invited to submit bids. The selection criteria will include:

- experience of the firm,
- experience of the individuals assigned to the project,
- overall cost, and
- past performance with MPS, specifically in the areas of cost control and maintaining schedule.

21. The CM and PA will meet with representatives of FMS to develop the scope of work and schedule. The CM and PA will work collaboratively to create phased construction drawings in an effort to secure contractors to begin work prior to all construction documents being complete. The PA will be responsible for preparing bid documents for each respective phase of construction, while the CM will be responsible for securing competitive bids for the various phases of work. The Administration will follow up with an informational report to the Board, identifying the CM and PA selected, the resulting phases of work, and the actual expenditures.

Strategic Plan Compatibility Statement

22. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 2: School communities work together for improvement in academic achievement.

WTAM Strategy: Schools create and maintain an atmosphere of respect for students, families, staff and community.

WTAM applicable measureable objectives: 70% of Kilmer high school students will agree that they are involved in important decisions affecting their schools.

Statute, Administrative Policy or Board Rules Statement

23. This item is being presented to the Board pursuant to Wisconsin State Statute 119.28, 119, Alternative School Programs, and MPS Administrative Policy 7.16; Alternative School Programs.

24. The expenditure authority request includes the Administration's intent to enter into contracts that may exceed $25,000 for professional services and/or $50,000 in construction contracts without presenting these to the Board for approval, as required by Administrative Policy 3.0 9, Purchasing and Bidding Requirements.

Fiscal Impact Statement

25. This item authorizes expenditures. The estimated cost for relocating both the North and South Campuses of Kilmer Alternative High Schools from their current locations to the 1312 N. 27th Street site is $400,000. Funds in the amount of $200,000 are available for moving and remodeling costs in the move/remodel line, account code FAR-0-0-MRP-ECNCMIS1; the remaining $200,000 will come from school funds.

26. The building operations cost of re-opening the 27th Street site are estimated to be $264,700. The savings from the cancellation of the current Kilmer lease will be $400,000. Thus the district will realize a net savings of approximately $135,300.

Implementation and Assessment Plan

27. Upon the Board's approval, the Administration will immediately begin working on the design and construction documents necessary for the relocation and opening of the Kilmer program.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the termination of the lease with First Property LLC and approve the move of Kilmer Alternative High School (both South and North Campuses) to the 1312 N. 27th Street building; and

2. grant the Administration expenditure authority in the amount of $400,000, this amount to be inclusive of the cost of design, construction, construction contingency, construction administration, FF&E, and contracted moving services.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Action on a Request to Waive a Portion of Administrative Policy 5.01 and to Change the Name of Kilmer Alternative School to James Groppi High School

Background

1. Kilmer Alternative School's primary goal is to meet the educational needs of at-risk students ages 16-21. Kilmer has a small school atmosphere, in which personal attention and individualized instruction are provided. The staff strives to help students assume responsibility for their lives.

2. Kilmer High School, which presently is located in a rented facility, plans to move into a Milwaukee Public Schools' facility to allow the savings realized to improve and support a new educational vision and focus. In preparation for relocation, the school community is proposing to adopt a new name for the school — James Groppi High School. They remain committed to continuing to offer the same type of programming and level of support to students within the community that exemplifies Kilmer's reputation of helping students who benefit from an alternative educational setting.

3. The school community has surveyed stakeholders, including the School Governance Council, and they are in favor of the proposed name change.

4. The school community has received permission from James Groppi's wife to rename the school after her late husband. James Groppi died of brain cancer in 1985.

5. The Superintendent had received a letter from the principal and school community, dated November 18, 2010, requesting that the proposed name change be brought before the full Board, through its Committee on Accountability, Finance, and Personnel, for approval during the December Board cycle. The principal and School Governance Council's Chairperson had signed the letter.

Administration's Analysis

6. Given James Groppi's many contributions to the community — particularly his work relative to gaining equal rights for all Milwaukeeans — it is very fitting that the school be named after him. A graduate of Bay View High School, James Groppi became interested and active in the Civil Rights Movement in the 1960s, participating in the 1963 March on Washington and the Selma-to-Montgomery marches in 1965 in support of the Voting Rights Act. He also worked with the Southern Christian Leadership Conference voter registration project, led by Martin Luther King, Jr., during the summer of 1965. Later, he returned to Milwaukee, becoming advisor to the Milwaukee Chapter of the National Association for the Advancement of Colored People's (NAACP) Youth Council (1965-1968) and organizing protests against the segregation of Milwaukee Public Schools. He also became second vice president of Milwaukee United School Integration Committee (1965-1966). Groppi was also instrumental in the passage of state legislation which would outlaw discrimination in the buying and renting of homes. In 1968, such a law, known as the Fair Housing Act, was passed on the federal level.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools build business and community partnerships.

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation is in accordance with Administrative Policy 5.01, Naming School Facilities, section (6)(a), which states:

> When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to the United States; and shall have made an outstanding contribution to the public welfare…

9. Changing the name of the school, however, will require a waiver of Administrative Policy 5.01(6)(b), which states, "Changing the name of a school building shall be limited to elementary and middle schools."

Fiscal Impact Statement

10. The projected cost of the signage is less than $5,000. Changing the name will be paid for from the school's minor building modifications fund, account code MBM-0-A-BDH-KM EMMB.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(6)(b) and
2. approve the name change of Kilmer Alternative School to James Groppi High School.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 10) Action on a Request To Waive Administrative Policy 5.01(8)(b), To Move Dover Street School from Its Present Location to the Fritsche Building, and To Close the Dover Street School Facility

Background

1. Dover Street School is located at 619 East Dover Street. Currently Dover offers educational services to 290 students from 3-year-old Head Start through grade 5. The Dover Street School building is 122 years old. In 1889, Dover Street School was built on the bank of Deer Creek in a wooded area, was originally named Birds Nest School, and had just three rooms. In 1910, a fire partially destroyed Dover. The cost to repair the building was $23,143. In 1938, building improvements were made at Dover.

2. Dover School's main goal is to meet the educational needs of all students. Dover's educational program is designed to improve students' attitudes, work habits, social skills, attendance, and academic achievement. Dover offers students a rigorous instructional program that follows the mandates of the district's Comprehensive Literacy Plan.

3. Currently, Dover is an International Baccalaureate Primary Years candidate school for students aged 3 to 12. The IB program focuses on the development of the whole child as an inquirer, both at the classroom level and in the world outside. The program encourages international–mindedness and a positive attitude to learning, reflects and promotes real-life experiences, and emphasizes the development of the whole student — physically, intellectually, emotionally, and ethically.

4. Dover's September 2010 state aid enrollment count was 290. The building's total capacity is 624. The student attendance rate is 92. 1%, compared with last year's rate of 90.8%. The suspension rate presently is at 3.2%, compared with last year's at 4.7%.

5. Dover's 2009-10 WKCE–CRT scores in reading for all assessed students was at 78.3% proficient or above, and scores in math for all assessed students was at 55.4% proficient or above. Value-added data for reading indicated that Dover was in the third Quadrant, while value–added data for math at Dover indicated the fourth Quadrant.

6. Dover's business partnerships include Junior Achievement, Bay View Community Center, Bay View Neighborhood Association, Milwaukee Ballet, Arts at Large, South Shore Manor, Walkers Point Center of the Arts, Milwaukee Children's Choir, and the Cub Scouts.

7. Benefits to be realized from the projected move include the opportunity for Dover to become a K8 school, expanding services to students in grades 6, 7, and 8. Other facility offerings would be rooms for early childhood classes, a computer lab, library, science lab, and up-to-date wiring and phone systems.

7. Presently 26 regular education and 89 special education students are transported to Dover, with 15 of these students living in the Fritsche area. If the move takes place, there would be no change in service parameters or guidelines. Since Dover is only four to five blocks away from Fritsche, the impact on transportation services would be minimal for the 175 students who walk to Dover.

9. The plan is to house two schools in the Fritsche building, which would enable one administrator to oversee both schools and would bring extra services and support to all students. This would provide both schools with extra funds to offer specialty classes.

Administration's Analysis

101. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Dover Street School meets the criteria for school closing and building consolidation.

11. On Thursday, March 3, 2011 representatives from MPS met with the staff at Dover Elementary to discuss the move from the current location to the Fritsche site. The staff members were in full agreement with the move.

12. The school, which is currently located at 619 East Dover Street, would move to the Fritsche building located at 2969 South Howell Avenue. Dover Elementary will occupy the ground floor and part of the first floor of the Fritsche building. The Administration will work with the Dover staff to finalize the locations of classrooms.

13. The current 122-year-old facility does not allow enhanced educational programming aligned with the school's current program. The Fritsche building would offer students an updated learning environment, providing more classroom space and the ability for the school to be organized according to grade levels. This would facilitate the provision of services to students based on their academic needs and the offering of more opportunities for professional learning communities to collaborate in a more efficient and effective manner.

14. The Fritsche building also offers an auxiliary gym that would offer special education students in four autistic units and an early childhood classroom a clinical setting and equipment that would provide them with more specialized instruction and services.

15. The new location would provide a continuum of educational services that the current facility does not. Dover students will have access to Fritsche's gymnasium, auditorium, and cafeteria. The Fritsche building is also handicapped-accessible.

16. The space that the Dover community will be occupying at the Fritsche building is much larger than the space which it currently occupies, which will allow the school to increase its enrollment.

Strategic Plan Compatibility Statement

17. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 2: School communities work together for improvement in academic achievement.

WTAM Strategy: High Performing Schools and Classrooms.

WTAM applicable measureable objectives: 90% of MPS parents and staff will agree that they are involved in important decisions affecting their schools.

Statute, Administrative Policy or Board Rules Statement

18. The proposed closing of Dover Street School will require a waiver of Administrative Policy 5.01(8)(b), which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…" It meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

19. This item authorizes expenditures. The estimated cost of relocating Dover from its current location to the Fritsche site is $120,000. Funds are available for moving and remodeling costs in the move/remodel line, account code FAR-0-0-MRP-ECNCSMIS1.

20. The building operations annual cost is estimated to increase by $95,500 at the Fritsche site if it houses Dover and another school. The increased building operations cost accounts for reopening the Fritsche site, less the saving from the closure of Dover and another school; however, benefit to MPS will be realized as Dover increases its enrollment.

Implementation and Assessment Plan

21. The initiation of the process for moving Dover Street School to the Fritsche building and the closure of the Dover building will become effective at the end of school year upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b) as it relates to the December 31 deadline for taking action on schools to be closed for the upcoming school year;
2. close Dover Street School located at 619 East Dover Street; and
3. approve the move of Dover Street School to the Fritsche building at 2969 South Howell Avenue.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 11) Action on a request to Waive Administrative Policy (8)(b), to Move Tippecanoe School for the Arts and Humanities from Its Present Location to the Fritsche Building

Background

1. Tippecanoe School for the Arts and Humanities is a city-wide neighborhood specialty school presently located at 357 E. Howard Avenue. Educational services are offered to 306 students in K4 through grade 8. Tippecanoe School offers parents daycare services through its Camp Tippe.

2. Tippecanoe offers students an arts program that is integrated across all the content areas. This takes the form of collaborative planning and instruction between classroom teachers and specialists. Teachers incorporate the arts and humanities through visual arts, music, drama, dance, languages, language arts, writing, history, and philosophy into classroom instruction. Student learning is enhanced through consistent creativity in the classroom, which is the highest level of Bloom's Taxonomy.

3. The arts lend themselves to project-based and group learning, which address intra and interpersonal learning styles. For example, the art specialist works directly with each teacher, co-teaching an integrated art lesson during one of the two weekly art classes. Classroom teachers use art-based projects to extend learning across all content areas.

4. Tippecanoe's September 2010 state aid enrollment count was 306. The building's total capacity is 236. The present attendance rate is 95.1%, compared with last year's at 94.4%. The suspension rate presently is at 2.2%, compared with last year's at 5.8%.

5. Tippecanoe's 2009-10 WKCE–CRT scores in reading for all assessed students was at 78.1% proficient or above, while scores in math for all assessed students was 64.6% proficient or above. Value-added data for reading indicated that elementary and middle school at Tippecanoe were in the 3rd Quadrant. Value–added data for math indicated elementary and middle school at Tippecanoe were in the 1st Quadrant.

6. Tippecanoe's business partnerships include the Milwaukee Art Museum's Junior Docent Program, Milwaukee Symphony Program, ACE, Arts at Large, Tippecanoe Library, *Milwaukee Journal Sentinel*, First Stage, Villa Terrace, Tippecanoe Presbyterian Church, Dance Works, Alverno College's Education Department, UW-Milwaukee's Education Department, Cardinal Stritch University's Music and Education Departments, Bay View Community Garden, and ABC (Arts Based Collaborative).

7. The projected move would provide students with more space for: instrumental lessons, Mad Hot Ballroom practice, ACE ensembles, and physical education classes. Students would have access to a more spacious playground with appropriate equipment. School-wide performances would be in-school events. Space would be available for all of the arts and partnership classes. Other facility offerings would be rooms for early childhood classes, a computer lab, library, science lab, and up-to-date wiring and phone systems.

8. Presently, 154 regular education and three special education students are transported to Tippecanoe, with 15 of these students living in the Fritsche area. If the move takes place, there would be no change in service parameters or guidelines. The impact would be that an additional bus would be needed for 52 students who walk to Tippecanoe.

9. The plan is to house two schools in the Fritsche building, which would enable one administrator to oversee both schools and would bring extra services and support to all students. This would provide both schools with extra funds to offer specialty classes.

10. The September 2010 state aid enrollment count was 306 students, including 24 students with special education needs.

Administration's Analysis

11. Pursuant to Administrative Policy 5.01(8)(b), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Tippecanoe School for the Arts and Humanities meets the criteria for school closing and building consolidation.

12. On Thursday, March 3, 2011, representatives from MPS met with the staff at Tippecanoe School for the Arts and Humanities to discuss the move from the current location to the Fritsche site. The staff members were in full agreement with the move.

13. The school is currently located at 357 E. Howard Avenue, and will be moving to the Fritsche building located at 2969 South Howell Avenue. Tippecanoe will occupy part of the first floor and a portion of the second floor of the Fritsche building. The Administration will work with the Tippecanoe staff to finalize the locations of classrooms.

14. The current facility does not allow enhanced educational programming aligned with the school's current program. The Fritsche building would offer students an updated learning environment, providing more classroom space and the ability for the school to be organized according to grade levels, facilitating services to students based on their academic needs, and providing more opportunities for Professional Learning Communities to collaborate in a more efficient and effective manner.

15. The new location would provide a continuum of educational services that the current facility does not. Tippecanoe students will have access to Fritsche's gymnasium, auditorium, and cafeteria. The Fritsche building is also handicapped-accessible.

16. The space that the Tippecanoe community will be occupying at the Fritsche building is much larger than the space which they currently occupy, which will allow the school to increase its enrollment.

Strategic Plan Compatibility Statement

17. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 2: School communities work together for improvement in academic achievement.

WTAM Strategy: High Performing Schools and Classrooms.

WTAM applicable measureable objectives: 90% of MPS parents and staff will agree that they are involved in important decisions affecting their schools.

Statute, Administrative Policy or Board Rules Statement

18. The proposed closing of Tippecanoe School for the Arts and Humanities will require a waiver of Administrative Policy 5.01(8)(b, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…"

19. The proposed closing meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

20. This item authorizes expenditures. The estimated cost for relocating Tippecanoe from its current location to the Fritsche site is $100,000. Funds are available for moving and remodeling costs in the move/remodel line, account code FAR-0-0-MRP-ECNCSMIS1.

21. The building operations annual cost is estimated to increase by $95,500 at the Fritsche site if it houses Tippecanoe and another school. The increased building operations cost accounts for reopening the Fritsche site, less the saving from the closure of Tippecanoe and another school; however, benefit to MPS will be realized as Tippecanoe increases its enrollment.

Implementation and Assessment Plan

22. The initiation of the process for moving Tippecanoe School to the Fritsche building and the closure of the Tippecanoe building will become effective at the end of school year, upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on schools to be closed for the upcoming school year;

2. close Tippecanoe School for the Arts and Humanities located at 357 E. Howard Avenue; and

3. approve the move of Tippecanoe School for the Arts and Humanities to the Fritsche building at 2969 South Howell Avenue.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on a Request to Waive Administrative Policy 5.01(8)(B) and Close the Phillis Wheatley K-8 School Educational Program and Facility at the End of the 2010-11 Year-Round Calendar School Year

Background

1. The District's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. Under-enrolled and under-performing schools dilute the impact of the district's resources. In October 2010, the Administration brought an information report on a comprehensive approach to program consolidation and closing buildings to the Board. That plan included the following steps:

a. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and recreational programming.

3. In December 2008, the Milwaukee Board of School Directors took action to merge Lee K-8 School and Phillis Wheatley Elementary School at the Wheatley site, 2442 N. 20th Street, beginning with the 2009-10 school year. The attendance areas of the two schools were also merged, and the merged school was added to the Riverside transportation region.

4. The Administration is now recommending the closure of Phillis Wheatley K-8 School's educational program and facility, effective June 23, 2011. Wheatley School follows the year-round school calendar.

Administration's Analysis

5. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Phillis Wheatley School meets the criteria for school closing and building consolidation, although a waiver will be needed, due to the December 31 action date included in the policy.

6. The student enrollment data support this request. During the past nine years, enrollment has decreased significantly, as detailed in the following official September enrollment count table:

Year	Lee	Wheatley
2001	489	590
2002	460	521
2003	466	457
2004	399	354
2005	345	265
2006	318	244
2007	259	212
2008	259	183
2009		336
2010		340

7. Phillis Wheatley K-8 School, located at 2442 N. 20th Street, provides educational programming to students in three-year-old Head Start through grade eight. The school is a P-5 school with class sizes limited to 25 students in kindergarten through grade 5. A community learning center and Title I parent resource center are also located at the facility.

8. The official September 2010 enrollment was 340 students, including 88 students with special education needs (25.88%). The enrollment included 92 students (27.06%) who live in the attendance area and 248 students (72.94%) who do not live in the attendance area. Transportation is currently provided to students at a cost of $185,577. Of the 838 students who live in the Wheatley School attendance area and are associated with Milwaukee Public Schools, 10.98% (92 students) attend Wheatley School, and 89.02% (746 students) do not attend the neighborhood school.

9. The capacity of the Wheatley facility is 674 pupils. The school's enrollment is currently at 50% of capacity. The Riverside transportation region for 16 elementary and K-8 schools, including Wheatley School on the far western border, has a current collective enrollment at 60% of capacity.

10. Wheatley K-8 School is currently a Level 3 School Identified for Improvement under the No Child Left Behind criteria. During the 2009-10 school year, 35% of Wheatley's students in grades 3-5 scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 59% of district students. At the middle grades 6-8, 40% of the Wheatley students scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 62% of district students. During the 2009-10 school year, 23% of Wheatley's students in grades 3-5 students scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 54% of district students. At the middle grades 6-8, 24% of the Wheatley students scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 51% of district students. The graph attached to the minutes of your Committee's meetings provides 2009-10 Wheatley and district proficiency comparisons by grade level.

11. On November 22, 2010, representatives of the Administration met with the Wheatley staff to discuss the proposed closing. During the week of November 22, parents and guardians were invited to a school meeting on November 29, 2010. Staff, parents, and guardians were also informed of the March 22, 2011, meeting of the Committee on Accountability, Finance, and Personnel and the opportunity to provide testimony at a public hearing at that time.

12. Following the Board's approval, the Administration will develop and bring to the Board for approval the recommended distribution of the Wheatley attendance area for student assignment and transportation purposes.

13. Wheatley students in grades K4 to 7 will be given priority status in applying to any open seats in their transportation regions. In addition, a shuttle will be established between Wheatley School and Brown Street Academy as a transportation option for Wheatley students who enroll in Brown.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy, or Board Rules Statement

15. The proposed closing of Wheatley K-8 School will require a waiver of Administrative Policy 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…" It meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

16. The proposed closing of Wheatley K-8 School is estimated to result in $235,800 in operational savings that will be used to reduce district expenses.

Implementation and Assessment Plan

17. Upon the Board's approval, the Riverside Regional System of Support Team will assist the Wheatley school community with all of the activities required to close the school and identify Fall placements for all of the children. Parents will be encouraged to enroll their children in higher-performing schools.

18. The Administration will develop and bring to the Board for approval the recommended distribution of the Wheatley attendance area for student assignment and transportation purposes.

19. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b) as it relates to the December 31 deadline for taking action on schools to be closed for the upcoming school year;

2. close Phillis Wheatley K-8 School, 2442 N. 20th Street, at the end of the 2010-11 year-round calendar school year; and

3. develop and bring to the Board for approval the recommended distribution of the Wheatley attendance area for student assignment and transportation purposes.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 13) Action on a Request To Waive Administrative Policy 5.01(8)(b); To Relocate the Thirty-Fifth Street K-8 School Educational Program to the Milwaukee Campus for Technology, Trades, and Media; and To Close the Thirty-Fifth Street School Facility at the End of the 2010-11 School Year

Background

1. The District's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. Under-enrolled schools dilute the impact of the district's resources. In October 2010, the Administration brought an informational report on a comprehensive approach to program consolidation and closing buildings to the Board. That plan included the following steps:

a. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and recreational programming.

3. The Administration is recommending the relocation of the Thirty-fifth Street K-8 School's educational program to the Milwaukee Campus for Technology, Trades, and Media located at 5075 N. Sherman Blvd. and closure of the Thirty-fifth Street School's facility located at 3517 W. Courtland Avenue, effective at the close of the 2010-11 school year.

Administration's Analysis

4. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, the Thirty-fifth Street School facility meets the criteria for school closing and building consolidation, although a waiver will be needed due to the December 31 action date included in the policy.

5. Under the Neighborhood Schools Initiative, a second campus for Thirty-fifth Street School was built at 4834 N. Mother Daniels Way and opened in September 2004. During the 2004-05 school year, the entire school was located at the second campus, while an addition was added and significant renovation took place at the 3517 W. Courtland Avenue campus. The kindergarten through grade 3 classes returned to the 3517 W. Courtland Avenue campus beginning with the 2005-06 school year. In September 2007, the two campuses were merged into the facility located at 3517 W. Courtland Avenue due to low enrollment.

6. The student enrollment data support this request. After the two Thirty-fifth Street School campuses were consolidated in 2007, the enrollment continued to decline, as detailed in the following official September enrollment count table:

2001 276
2002 266
2003 235
2004 229
2005 354
2006 417
2007 ..... 405*
2008 388
2009 319
2010 338
2011 Projection..... 324

*Thirty-fifth Street Campus I and II consolidated.

7. Thirty-fifth Street K-8 School provides educational programming to students in three-year-old Head Start through grade eight. The school is a SAGE school with class sizes limited to 15-18 students in five-year-old kindergarten through grade 3. A community learning center and an early care program are also located at the facility.

8. The official September 2010 enrollment was 338 students, including 69 students with special education needs (20%). The enrollment included 121 students (35.8%) who live in the attendance area and 217 students (64.2%) who do not live in the attendance area. Transportation is currently provided to students at a cost of $91,352 ($49,217 regular education and $42,135 special education).

9. Of the 706 students who live in the Thirty-fifth Street School's attendance area and are associated with Milwaukee Public Schools, 17.14% (121 students) attend Thirty-fifth Street School, while 82.86% (585 students) do not attend the neighborhood school. The Milwaukee Campus for Technology, Trades, and Media is located on the western edge of the Thirty-fifth Street School's attendance area.

10. The capacity of the Thirty-fifth Street School's facility is 402 pupils. The school's September 2010 enrollment, including six children enrolled in the early care program, was at 86% of capacity. The Custer transportation region for ten elementary and K-8 schools, including Thirty-fifth Street School, has a current collective enrollment at 74% of capacity.

11. The Milwaukee Campus for Technology, Trades, and Media facility's capacity is 2,000. There is sufficient capacity to accommodate Thirty-fifth Street K-8 School's entire educational program as well as the planned 6-12 instrumentality and non-instrumentality charter schools planned to open in the Milwaukee Campus for Technology, Trades, and Media's facility beginning in Fall 2011. The K-8 school will be located in a self-contained wing of the building. Minimal modifications to the facility are anticipated to accommodate the K-8 school educational program.

12. The relocated K-8 School will be named the Milwaukee Campus K-8 School to clearly identify the school for student assignment purposes. A name change may be recommended by the school governance council after relocation.

13. During the 2009-10 school year, 38% of the Thirty-fifth Street School's grade-4 students scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 60% of district students. At grade 8, 44% of the Thirty-fifth Street School's students scored proficient or advanced proficient on the WKCE-CRT reading assessment, compared with 63% of district students. During the 2009-10 school year, 31% of the Thirty-fifth Street School's grade-4 students scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 57% of district students. At grade 8, 22% of the Thirty-fifth Street School's students scored proficient or advanced proficient on the WKCE-CRT mathematics assessment, compared with 50% of district students. The graph attached to the minutes of your Committee provides Thirty-fifth Street School and district proficiency comparisons by grade level for 2009-10.

14. Thirty-Fifth Street School is unable to provide quality services to students due to budget challenges. The school concluded FY10 with a deficit of -$69,886 (2.66% of the school's budget). The school principal was forced to dissolve the following positions for FY12:

- assistant principal position, from 0.50 FTE to 0;
- librarian decreased from 0.60 FTE to 0.20; and
- school secretary from 1.0 FTE to 0.50.

15. In addition, the math teacher leader position was eliminated. These positions are critical to the effective operationalization of the instructional and managerial aspects of a school, both of which are equally important to improving student achievement.

16. Even after these adjustments were made, the school principal was unable to balance the school budget, not having enough money in other wages, purchased services, supplies, capital expenses, and other objects. The programmatic impact, absent the move to the Milwaukee Campus for Technology, Trades, and Media location, will diminish program integrity. This move will provide an opportunity for shared services and increased learning opportunities for students at Thirty-Fifth Street, despite the extreme challenge of limited resources. This move will allow for the potential for students to have instructional and extra-curricular opportunities, which include art, music, physical education, and school safety through shared services.

17. On March 10 and 21, 2011, representatives of the Administration met with the Thirty-fifth Street School's staff to discuss the proposed relocation. Parents and guardians were invited to school meetings on March 17 and 21, 2011. Staff, parents, and guardians were also informed of the March 22, 2011, meeting of the Committee on Accountability, Finance, and Personnel Committee and the opportunity to provide testimony at a public hearing at that time.

18. Following the Board's approval, the Administration will develop and bring to the Board for approval any recommended adjustments to the Thirty-fifth Street School's attendance area for student assignment and transportation purposes.

Strategic Plan Compatibility Statement

19. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administration Policy or Board Rules Statement

20. The proposed closing of Thirty-fifth Street K-8 School's facility and relocating the educational program to the Milwaukee Campus for Technology, Trades, and Media will require a waiver of Administrative Policy 5.01(8)(b), which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year…"

21. The proposed closing meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation and consolidation principles.

Fiscal Impact Statement

22. The closing of Thirty-fifth Street School's facility is estimated to result in a maximum of $208,950 in operational savings that will be used to reduce district expenses. The estimated savings may be reduced somewhat by increased operational needs at the Milwaukee Campus for Technology, Trades, and Media due to the relocation of the K-8 school's educational program.

Implementation and Assessment Plan

23. Upon the Board's approval, the Northwest Regional System of Support Team will assist the Thirty-fifth Street School's community with all of the activities required to close the school facility and relocate to the Milwaukee Campus for Technology, Trades, and Media.

24. The Administration will develop and bring to the Board for approval any recommended adjustments to the Thirty-fifth Street School's attendance area for student assignment and transportation purposes.

25. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on school facilities to be closed for the upcoming school year and relocation;

2. relocate the Thirty-fifth Street K-8 School's educational program to the Milwaukee Campus for Technology, Trades, and Media, located at 5075 N. Sherman Blvd.;

3. waive the requirement of Administrative Policy 5.01(6)(a) that the person after whom a school is to be named shall have been deceased for a period of not less than 10 years and rename the Thirty-fifth Street K-8 School's educational program to Barack Obama K-8 School;

4. close the Thirty-fifth Street School's facility located at 3517 W. Courtland Avenue at the end of the 2010-11 school year; and

5. develop and bring to the Board for approval any recommended adjustments to the Thirty-fifth Street School's attendance area for student assignment and transportation purposes;

6. allow the Administration to enter into contracts that may exceed $25,000 for professional services and/or $50,000 in construction contracts without presenting these to the Board for approval, as required by Administrative Policy 3.09, Purchasing and Bidding Requirements, as related to the movement of the school.

Director Thompson moved to accept the Committee's recommendation with one revision: for #3, direct the administration to consult with the school community to determine a name for the new school.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to approve the Committee's recommendation with the following revision to #6: add up to $100,000 before coming back to the Board for approval.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward, and President Bonds—5.

Noes—Directors Petersons, Spence, Thompson and Voeltner—4.

President Bonds resumed the Chair.

* * * * *

(Item 14) Action on A Request for Position Authority for TIF Grant Coordinator, Tap Executive Master Teacher, Tap Master Teacher, and Tap Mentor Teacher, Four Positions Associated with TIF Grant Awarded to MPS

Background

1. Due to the awarding of the Teacher Incentive Fund (TIF) grant in the amount of $7.5 million to the Milwaukee Public Schools in October 2010, it is necessary to request position authority from the Milwaukee Board of School Directors for four positions that are associated with implementation of the grant over a five-year period. Because the Administration must post the four positions, it is necessary that the Board grant position authority prior to moving forward with that process. The four positions are TIF Grant Coordinator — Administrator on Special Assignment, TAP Executive Master Teacher, TAP Master Teacher, and TAP Mentor Teacher.

Administration's Analysis

2. The TIF Grant Coordinator — Administrator on Special Assignment and the TAP Executive Master Teacher will:

- report to and provide day-to-day support to the project director;
- arrange for collection of all base-line information, disseminate surveys, and administer evaluation tools in conjunction with external evaluator and project director;
- work with the director and project evaluator to prepare reports for federal grant contacts and partnering agencies;
- work with partnering agencies to arrange for and deliver professional development;
- attend meetings with partnering agencies and project meetings required by the federal government;
- attend professional development required by grant participants; and
- assist with the development and implementation of lessons developed by grant participants.

3. The TAP Master Teacher in MPS TIF Grant will:

- analyze school-wide student data as the basis for developing a school plan;
- develop the school plan, using the TAP processes;
- oversee planning, facilitation, and follow-up of cluster group meetings during professional growth blocks;
- team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum;
- observe and provide peer assistance and coaching toward meeting teachers' individual growth-plan goals;

- evaluate teacher performance using the TAP rubrics and conduct follow-up teacher conferences;
- participate in all TAP trainings and become a certified TAP evaluator;
- attend professional development meetings; and
- work an expanded calendar year.

4. The TAP Mentor Teacher in MPS TIF Grant will:

- analyze school-wide student data as the basis for developing a school plan;
- plan and facilitate group meetings during professional growth blocks and provide appropriate follow-up, with oversight of the TAP master teacher;
- team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum;
- observe and provide peer assistance and coaching toward meeting teachers' individual growth-plan goals;
- evaluate teacher performance using the TAP rubrics and conduct follow-up teacher conferences;
- participate in all TAP trainings and become a certified TAP evaluator; and
- work an expanded calendar year.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Working *Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measureable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation is consistent with administrative policies and procedures.

Fiscal Impact Statement

7. This item does not authorize expenditures. Funding to support the positions resides in the TIF Grant budget.

Committee's Recommendation

Your Committee recommends that the Board approve the request for position authority for the following positions:

- TIF Grant Coordinator
- TAP Executive Master Teacher
- TAP Master Teacher
- TAP Mentor Teacher

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 15) Action on a Request to Further Explore Cost-Effective Options for Elementary School Nutrition Services and Request for Approval of Improvements to Serving Facilities at Secondary Schools

Background

1. In June 2010, the Board adopted the District's FY11 budget. Included in the adopted budget was authorization to borrow $9.8 million in ARRA Qualified School Construction Bonds (QSCB) for the construction of a commissary to improve the quality control, efficiency, and other aspects of the District's School Nutrition Program.

2. In September 2010, the Administration presented a report on school food-service operations. The report indicated that, despite the efforts of School Nutrition Services (SNS) to control costs and increase revenues, the current SNS operating model is not sustainable. The following three options were identified for evaluation:

- self–operation and building of a commissary
- food-service-management contractor (FSMC)
- self-operation and contracting with a pre-plated vendor.

3. On October 11, 2010, the Administration issued RFP 706 for the Comprehensive Management and Operation of a Food Service Program for Milwaukee Public Schools. Proposals were due on November 16, 2010. On October 26, 2010, as a part of the adoption of the FY11 amended budget, the Board directed the cancellation of RFP 706 and any other activity related to the privatization or outsourcing of the food-service functions currently performed by employees of the Milwaukee Public Schools.

4. The action of October 26, 2010, eliminated the options of contracting with a food-service-management contractor or for self-operation and contracting with a pre-plate vendor, as identified in section 2 above. The focus of the evaluation was then concentrated on various options associated with the development of a district-operated commissary facility.

5. Since the October Board action, the Administration has further investigated several options for development of a commissary model to support district-wide pre-plate offerings for the elementary schools. At the same time, a site-based model for improvement of secondary-school nutrition services was developed. The results of those efforts are described in this item.

Administration's Analysis

6. Exploration of the Commissary Model for Elementary-School Service

a. The Administration evaluated three options associated with the development of a district-operated commissary facility. These included:

- demolition of an existing MPS facility and the new construction of a commissary facility;
- expansion of the commissary operation currently being conducted at the closed Fritsche Middle School; and
- Long-term lease of a facility that would be modified to support a commissary operation.

b. The following criteria were used in evaluating potential sites:

(1) close proximity to free-way access

(2) location on one or more major bus lines

(3) potential for adequate loading dock facilities

(4) site access for semi-trucks and large delivery trucks

(5) available parking for up to 100 vehicles

(6) currently food-grade quality or ability to economically convert to food-grade quality

(7) ability to accommodate the School Nutrition office staff

(8) ability for two self-contained live classrooms

(9) zoning issues.

c. The analysis of each proposal was also to include the following criteria, as directed by the Board:

(1) a comparison of cost-efficiencies and dates of operational implementation for each proposal (e.g., repurposing an existing site may be cost-effective, but may require the time-consuming process of obtaining zoning variances);

(2) an indication of whether each proposal repurposes an existing MPS property;

(3) an indication of other benefits inherent in each proposal, including, but not limited to, construction in an enterprise zone, green practices, energy efficiencies, repurposing of existing property at low cost;

(4) an indication of the opportunities that each proposal provides for developing and expanding community partnerships;

(5) an indication of how each proposal provides opportunities for sustainable food initiatives and environmental best practices; and

(6) a comparison of the ability of the site in each proposal to accommodate educational opportunities for students and their families, including, but not limited to, a live classroom to educate students and families about how food is prepared and where it comes from.

d All of the options presented incorporate green practices when feasible, such as composting of food waste, recycling of food packaging, seeking such alternative energy sources as biomass gasification and passive solar techniques, and using energy-efficient building and kitchen equipment. All commissary options include two live classrooms for student and community instruction and space for the School Nutrition Services office staff.

e. The operation of a commissary falls under the category of a catering service under the City of Milwaukee's zoning code. Zoning issues will have to be addressed at all but one of the locations evaluated.

f. USDA has specific guidance about new construction and/or renovation of facilities using federal monies, as indicated in 7 CFR 210.14 and 210.19. The Administration would be required to request expenditure approval from USDA through the Wisconsin Department of Public Instruction, who in turn submits the request to the USDA Midwest Regional Office to seek final approval from USDA headquarters in Washington, DC. Prior expenditure approval would be needed to build or lease a new facility.

7. Scenario 1: Demolition of an Existing MPS Facility and the New Construction of a Commissary Facility

a. Exploration of the first option, to demolish an existing MPS facility and to construct a new commissary facility, resulted in the evaluation of three existing MPS sites:

- the former Carleton Elementary School, located at 4116 W. Silver Spring;
- the former Lee Elementary School, located at 921 W. Meinecke Avenue; and
- the 7th Street warehouse at 1741 N. 7th Street.

b. The school locations were selected because they are both currently vacant and could meet the criteria of item 6b, above.

c. The warehouse, however, presented challenges in trying to incorporate the space required for the commissary operations while maintaining the district's garage and fleet-maintenance operations. Parking was insufficient, and the operations of multiple departments would have to be relocated. In light of this, the warehouse option was not pursued further.

d. A local construction firm performed a conceptual estimate for the other two sites, based on the construction of a 47,100-square-foot facility and the demolition of the existing building, asbestos abatement, building of the new facility, architectural and related fees, and appropriate contingencies. Carleton is estimated at $10.5 million, and Lee is estimated at $10.9 million. The acquisition of the equipment for the commissary, five delivery trucks, and the retherm units for the receiving sites would add another $2 million to the overall cost. The implementation period for either of the two sites would be about 18-22 months.

e. At the present time, it does not appear that the district could use ARRA funding for the new construction of a district-owned commissary. The IRS has not issued rules for the use of this funding for facilities that don't involve teachers, children, and the on-site administration needed to support them; therefore, an opinion from the IRS would be necessary prior to targeting these funds for this option. This could add a significant amount of time to the process and delay the projected implementation date, thereby reducing the available savings. If ARRA funds could not be used, there is not another funding source that has been identified to proceed with this option.

8. Scenario 2: Expansion of the Commissary Operation Currently Being Conducted at the Closed Fritsche Middle School

The second option required the evaluation of the expansion of the current operation at Fritsche Middle School. This operation currently serves 6,000 pre-plated meals per day that are delivered to various schools. The proposed commissary is initially projected to serve 40,000 pre-plated meals a day. This would require a substantial expansion of the current operation and would make the re-opening of Fritsche as a future school site difficult. A good portion of the first floor would be occupied by the commissary and School Nutrition Services, in addition to the truck traffic that would be generated by the operation. Finally, the zoning code does not allow for a catering service at this location. In light of these difficulties, this option was not pursued further.

9. Scenario 3: Long-Term Lease of a Facility That Would Be Modified To Support a Commissary Operation

a. The third option required the evaluation of the long-term leasing of an existing facility and renovating the space to accommodate the commissary, School Nutrition staff, and two live classrooms. Several sites were evaluated, based on their real estate listing information. Based on this review, three sites were visited. One of the sites was not suitable for a commissary facility.

b. Conceptual estimates were performed for the renovation work at the other two locations. These two sites meet the criteria identified in section 6c, above, except that one site will require zoning and/or the Milwaukee Common Council's approval.

c. Cost-estimates were performed for each facility, and while the two facilities are different in layout and construction, the cost-estimates for district improvements are similar and are estimated at $4.8 million. In addition, landlord improvements estimated to cost between $1.6 and $1.8 million were identified at each site. A portion of this cost could be included in the annual lease rate that will be ultimately negotiated.

d. It is estimated that a total annual cost for the base rent, our improvements, and the landlord improvements will result in an annual lease rate of $796,584 to $885,192. This equates to a total cost of $11,948,760 to $13,277,880 over the 15-year lease. This amount does not include any inflation adjustment to the base lease amount.

e. The acquisition of the equipment for the commissary, five delivery trucks, and the retherm units for the receiving sites would add another $2 million to the overall cost. This option could be on line by early in Fiscal Year 2012, thereby realizing an additional eight months of savings over the option of building new on an existing MPS site.

f. Lease payments are an allowable expense under the USDA program.

g. The utility cost for all sites is assumed to be relatively the same because all the equipment will be new and the same, regardless of the site, while the building systems either will be new or will have been significantly upgraded. The annual cost for utilities at the commissary — including natural gas, electricity, sewer, water, trash and recycling — is estimated at $206,826.

10. The construction and operation of a commissary facility would have a significant impact on staffing levels and fringe-benefit cost. The cost estimates for labor vary only in the use of staff and resulting staffing levels. The transition to a commissary model changes meal production and service from a school-based function staffed by a majority of part-time employees to a single commissary site staffed by a majority of full time employees. Meals produced per labor-hour in a commissary increase by 17.5%, from 40 to 47, relative to the current model.

11. A commissary manager position would need to be created to manage the operations of the commissary.

12. A 15-year fiscal analysis estimates that, despite the increased labor efficiencies in the commissary model, development of a commissary will not meet the district's long-term goal of operating a self-sustaining school nutrition operation. The analysis shows that the current operating approach will likely require supplemental funding from the district operations averaging nearly $13 million annually. The implementation of a commissary model would significantly reduce the needed supplement to an annual average of $5.8 million for a leased commissary site or $6 million for a newly built site.

13. The analysis considers a 15-year timeframe in order to cover the repayment period of capital improvements. The commissary could produce savings beginning in late 2012. The model shows that the status quo will likely be in deficit by that time.

14. All cost-estimates assume the wage and benefit assumptions. The benefits are estimated using the anticipated cost improvements for next fiscal year as a base.

15. Options for Secondary School Improvement

a. **T**he pre-plate option produced by a commissary model is not recommended for secondary schools. Also, our outreach to students and staff at the higher grade levels shows that more students would take advantage of school nutrition services if improvements in service delivery and menu changes were made. As a result, improvements were also evaluated at the secondary schools in an effort to update and revitalize current cafeterias and serving areas. These improvements include initiatives such as the expansion of point-of-sale vending machines, adding menu signage and serving-area graphics, upgrades to serving stations, increasing serving capacity, and the repainting and enhancement of the colors and interior design of the serving areas.

b. While some of these improvements help make the cafeteria atmosphere more attractive, the recommended improvements will also allow us to continue to diversify and improve our menu selections. These modifications, which are estimated at $2.7 million, are detailed in the attachment. The recommended improvements and associated costs are included in Attachment D.

Strategic Plan Compatibility Statement

16. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for School Nutrition Services is projected to be reduced by $3 million based on serving an average of 93,000 meals per day.

Statute, Administrative Policy or Board Rules Statement

17. The implementation process outlined in this item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, as it relates to purchasing and bidding requirements for the acquisition of equipment.

Fiscal Impact Statement

18. None of the options examined create adequate savings to allow School Nutrition Services to be financially self-sustaining over the long run. While the analysis shows that the gap the district would be required to fund under the commissary options is less than half of the supplement needed under the status quo (annual average of $12.9 million vs. $5.8 million), none of the options investigated contain costs within the revenue anticipated. The projection based on status quo is detailed in attachment A to the minutes of your Committee's meeting, the commissary lease option is detailed in attachment B, the commissary build option is detailed in attachment C.

19. This projections for all scenarios assume that that School Nutrition will pay all utility costs at the commissary, the salary associated with the commissary manager, maintenance of commissary equipment, cleaning of the commissary, additional truck and fuel costs, trash and recycling, and the additional cost for packaging materials. Currently, School Nutrition Services does not fund all of those costs.

20. The $2.7 million cost associated with the modifications at the secondary schools appears eligible for financing through ARRA Qualified School Construction Bonds (QSCB). The debt service associated with the repayment of these funds is estimated at $180,000 per year and will be paid by School Nutrition Services.

21. The $2 million cost associated with the purchase of the commissary equipment, delivery trucks, and the retherm units at the receiving sites also appears eligible for ARRA QSCB funds. The debt service is estimated at $133,333 per year and would be paid for by School Nutrition Services over 15 years.

Implementation and Assessment Plan

22. Upon the Board's approval of the Administration's recommendation, the Administration will issue a Request for Proposal (RFP) for additional options to provide school nutrition services to elementary schools. The results of those RFPs would then be compared with the commissary analysis and status quo to provide the Board with the most information and deepest analysis possible before it makes a decision and commitment to investment.

23. Upon the Board's approval of this item, the Department of School Nutrition Services will work with the Department of Facilities and Maintenance Services to finalize and bid the improvements at the secondary schools. It is anticipated that this work will be constructed in phases and will be fully implemented by March 2012.

Committee's Recommendation

Your Committee recommends that the Board:

1. delay a decision on implementation of a commissary to provide pre-pack meals to elementary schools until further options are investigated;
2. authorize the Administration to issue an RFQ (request for quotations [or quote]) to analyze costs and benefits of all available options and to bring forth the best option for the district no later than June 2011;
3. authorize the Administration to proceed with the facility modifications and equipment acquisitions at the secondary schools; and
4. authorize the Administration to request issuance of $2.7 million in QSCB funding for recommended modifications and equipment at the secondary schools.

Director Blewett moved that the Board:

1. Direct the administration and the Office of Accountability and Efficiency in conjunction with Local 150, in providing good food for our students, with our partners with any option that will maintain district control of employees, food quality and distribution;

2. Authorize the administration to proceed with the facility modifications and equipment acquisitions at the secondary schools; and

3. Authorize the administration to request issuance of $2.7 million in QSCB funding for recommended modifications and equipment at the secondary schools.

Vice President Blewett in the Chair.

Director Bonds moved a substitute:

1. That the administration look at a cost-benefit analysis of the options identified in Director Blewett's motion as well as other non-privatization options, and that the administration report back to the Board no later than August 1, 2011;

2. Maintain our current request for the $9.7 million of ARRA funding;

3. That the administration work with the Office of Accountability to report back no later than August1, 2011;

4. Authorize the administration to proceed with the facility modifications and equipment acquisitions at the secondary schools; and

5. Authorize the administration to request issuance of $2.7 million in QSCB funding for recommended modifications and equipment at the secondary schools; and

6. Include the direction to the administration to work with Local 150 to determine cost savings to be included in the cost-benefits analysis.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Voeltner, Woodward, and President Bonds—7.

Noes—Directors Spence and Thompson—2.

President Bonds resumed the Chair.

* * * * *

(Item 16) Update and Possible Action on Negotiating Strategies for the Sale Or Other Disposition of, District Real Estate Located at 4601 North 84th Street and 1940 North 36th Street

1. The District owns approximately 18.5 million square feet of building space. Some of these facilities are vacant or under-used.

2. In the past, the Board has declared under-used or vacant properties as surplus on a case-by-case basis. The District currently has 29 properties declared surplus. Some of these properties are leased, some are occupied by the district, and some are open parcels of land.

3. Declaring a property as surplus does not mean that the District cannot continue to use the property or that the property will necessarily be sold. By declaring a property as surplus, the Administration will be able to advertise and entertain proposals for their ultimate disposition. Recommended proposals will be brought back to the Board for final approval.

4. The Administration continues to receive various inquiries regarding the potential availability of the District's real estate for sale or lease. The Administration has received inquiries on the following sites:

- 4601 North 84th Street — Samuel Morse Middle School
- 1940 North 36th Street — Westside Academy II church building

5. The Samuel Morse Middle School is currently leased to the Hmong American Peace Academy, a MPS non-instrumentality charter school.

6. The Westside Academy II church building is currently closed and vacant.

7. The Committee and Board may retire into executive session pursuant to Wisconsin Statutes, Section 9.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the District's Strategic Plan, Goal 6: The District is accountable for measurable results.

WTAM strategy: The district makes responsible decisions regarding excess building capacity (and surplus property).

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million in three years.

Administration's Recommendation

The Administration recommended that the Committee retire to executive session for the purpose of developing a negotiating strategy for the sale or disposition of the following properties:

- 4601 North 84th Street: — Samuel Morse Middle School
- 1940 North 36th Street: — Westside Academy II church building

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation, along with a request that staff from the City Attorney's Office be present at the Board's meeting.

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting of other specified public business, whenever competitive or bargaining reasons require a closed session.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—Directors Blewett and Miller—2.

The Board retired to executive session at 9:46 PM.

The Board reconvened in open session at 10:15 PM.

* * * * *

(Item 17) Action on an Option To Purchase Real Estate Located at 2623 North 38th Street by Milwaukee College Prep

Background

1. The district owns approximately 18.5 million square feet of building space. Some of these facilities are vacant or under-used.

2. In the past, the Milwaukee Board of School Directors has declared under-used or vacant properties as surplus on a case-by-case basis. The district currently has 29 properties declared surplus. Some of these properties are leased, some are occupied by the district, and some are open parcels of land.

3. The Thirty-eighth Street School was closed in July 2007 and is currently vacant. The Board has previously declared this property surplus.

4. At its meeting on March 25, 2010, the Board approved the charter concept for Milwaukee College Prep and authorized the Superintendent's designee, in consultation with the Board's designee and

the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee College Prep in anticipation of the establishment of a MPS non-instrumentality charter school for the 2011-2012 school year. The Administration plans to bring the negotiated contract to the Board for approval at the end of this month.

5. Milwaukee College Prep has submitted to the Administration an option to purchase the Thirty-eighth Street School property, contingent upon the Board's approval of a charter school contract with Milwaukee College Prep and of a lease agreement with Milwaukee College Prep.

Strategic Plan Compatibility Statement

6. The Administration's recommendation is consistent with the district's *Working Together, Achieving More* Strategic Plan, Goal 6: The District is accountable for measurable results.

WTAM strategy: The district makes responsible decisions regarding excess building capacity (and surplus property).

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million in three years.

Fiscal Impact Statement

7. Should Milwaukee College Prep choose to exercise the option to purchase during years 1-3 of its lease, the price would be based on the current appraisal of $1.2 million. Should Milwaukee College Prep choose to exercise the option to purchase during years 4-5 of its lease, the price would be based on fair market value at that time, which would be determined by a new appraisal at that time.

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will complete the documents necessary to complete the transaction for the option to purchase the Thirty-eighth Street School property.

Administration's Recommendation

Your Committee recommends that the Board approve the option for Milwaukee College Prep to purchase the Thirty-eighth Street School property, as attached, contingent upon the Board's approval of a charter school contract with Milwaukee College Prep and of a lease agreement with Milwaukee College Prep.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation, along with a request that staff from the City Attorney's Office be present at the Board's meeting.

Director Petersons moved to approve the administration's recommendation, subject to the option to purchase, including (1) a right of first refusal on future sales of the property; and (2) a payment in lieu of taxes agreement and deed restriction providing for one dollar a year pilot payment so long as the buyer remains an MPS charter school, then full pilot payments thereafter.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Falk presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

(Item 1) Update and Possible Action on the Governor's 2012-2013 Budget and Its Possible Impact on MPS's FY12 Budget

Your Committee reports having received the following update from the Administration on the Governor's proposed 2012-2013 state budget and its possible impact on MPS's FY12 budget.

Administration's Report

The information contained in this presentation is preliminary and subject to change. The Department of Public Instruction (DPI) has not issued its analysis of the impact on school districts.

1. Revenue Limit

Per-pupil Adjustment

MPS's original assumptions	Increase $200 per pupil
Governor's budget	Decrease $555.70 per pupil
Per-pupil change	($55,325,376)
Declining enrollment per-pupil change	($655,340}
Board budget adjustment	($55,980,716)

2. Math Teacher Leaders

MPS's original assumptions — FY11 budget information	$9,650,000/99.0 FTE
Governor's Budget	Eliminated
Categorical budget adjustment	($9,650,000)/(99.0 FTE)

3. Nursing

MPS's Budget Assumptions — FY11 budget information — State-aided portion	$1,522,036/19.0 FTE
Governor's Budget	Eliminated
Categorical budget adjustment	($1,522,036)/(19.0 FTE)

4. Preschool-to-Grade 5 (P5)

MPS's Budget Assumption — 32.4 teacher FTE & 1.0 administrator FTE	$3,494,909
Governor's Budget	Eliminated
Categorical budget adjustment	($3,494,909)/(33.4 FTE)

5. Other State Revenues

MPS's Original Assumptions — Children at Risk	$1,748,295
AODA grants	$271,080

Alternative Ed	$55,005
Advanced Placement	$13,823
Governor's Budget	Eliminated
Board budget adjustment	($1,748,295)
Categorical budget adjustment	($339,908)

6. 10% Revenue Cuts

	MPS's Original Assumption	Governor's Budget
Poverty Aid	$9,740,560	$8,766,504
Bilingual Aid	$2,153,110	$1,937,799
Board budget adjustment		($1,189,367)
Head Start Supplement	$329,180	$296,262
Initial Educators Mentoring	$82,500	$74,250
Peer Review & Mentoring	$17,000	$15,300
Gifted & Talented	$16,000	$14,400
Categorical budget adjustment		($44,468)
School Breakfast	$515,900	$464,310
Nutrition budget adjustment		($51,590)

Summary

Revenue Limited/Equalization aid

Per-pupil change between $200 and zero , MPS original's assumption was $200	$ 8,321,226
Per-pupil change- between zero and a negative $555	$ 47,004,150
Change in declining-enrollment exemption due to per-pupil change	$ 655,340

10% Revenue Cuts

Poverty Aid	$ 974,056
School Breakfast	$ 51,590
Head Start Supplement	$ 32,918
Bilingual Aid	$ 215,311
Mentoring for Initial Educators	$ 8,250
Peer Review and Mentoring	$ 1,700
Gifted and Talented	$ 1,600

Aids Eliminated

Preschool to Grade S (P5)	$ 3,494,909
Nursing	$ l,522,036
Children at Risk	$ 1,748,295
Math Teacher Leaders	$ 9,650,000
Alternative Ed	$ 55,005
AODA Grant	$ 271,080
Advanced Placement	$ 13,823
	$ 74,021,289

Milwaukee Parental Choice Program

The impact of the Governor's proposal to expand the Milwaukee Parental Choice Program cannot be quantified at this time. It is very likely to significantly increase the property tax burden for City of Milwaukee property owners. Currently, city property taxpayers contribute about $50 million to support the private School Choice program.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on a Proposed Revision of Administrative Policy 2.04, Superintendent's Cabinet

Administration's Analysis

1. In July 2010, the Milwaukee Board of School Directors approved the proposed organizational changes brought forward by the Administration.

2. Approval of the item required revision of Administrative Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet. Administrative Policy 2.03 was revised in conjunction with the proposed organizational changes.

3. The Administration is bringing the necessary revisions to Administrative Policy 2.04 forward for the Board's approval to ensure alignment to the previously approved organizational changes.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 7 The district central services departments support student learning.

Statute, Administrative Policy, or Board Rule Statement

5. This item recommends revisions to Administrative Policy 2.04, Superintendent's Cabinet.

Implementation and Assessment

6. Upon approval by the Board, the revisions indicated in Administrative Policy 2.04, Superintendent's Cabinet, will be made and published. This will complete the final step of the reorganization item approved by the Board in July 2010.

Fiscal Impact Statement

7. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 2.04, Superintendent's Cabinet:

Administrative Policy 2.04
Superintendent's Cabinet

(1) Any person serving in any of the following positions serves at the pleasure of the superintendent:

- ~~Deputy Superintendent~~
- Chief of Staff
- Coordinator to the Superintendent
- Coordinator, Business and Community Partnerships
- Director, Organizational Development
- Director, Division of Communications and Public Affairs
- Director, Division ~~of Research and Assessment~~ Research and Evaluation
- Director, ~~Department of Administrative Accountability~~ Office of School Administration
- Regional Executive Specialist
- Director, Division of School Safety
- ~~Chief, Office of Academic Excellence~~ Chief Academic Officer
- Executive Director, ~~Educational Services~~ Curriculum and Instruction
- Director, ~~Department of School Innovation~~ Curriculum and Instruction
- Director of High School Reform
- Director, Department of Special Services
- Director, Division of Bilingual/Multicultural Education
- ~~Director, Office of Leadership and Instructional Support~~
- ~~Director, Division of Diversified Community Schools~~
- ~~Executive Director,~~ Chief Human Resources Officer
- Director, Division of Benefits and Insurance Services
- Director, Division of Staffing Services
- Director, Division of Labor Relations
- Chief Financial Officer
- Director, Office of Finance
- Chief ~~Office of Finance and~~ Operations Officer
- Director, Division of Facilities and Maintenance
- Director, Division of School Business Services
- Director, Division of School/Community Recreation
- Director, Division of Technology
- ~~Chief, Office of School and Community Support~~
- Director, ~~Department of Parent and Student Services~~ Office of Family Services
- ~~Director , Division of Professional Development~~

(2) The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(ITEM 1) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parent Involvement Activities

1. February 3, 2011

   District Advisory Council (DAC) School Delegate Meeting

   The DAC for the month of February was cancelled due to inclement weather.

   During the February 2009-2010 school year, there were a total of 44 parents, staff, and community members, representing 34 schools, present.

2. February 10, 2011

   District Advisory Council (DAC) Executive Committee

   The meeting focused on devising the March DAC delegate meeting's agenda, providing updates on the Region V Parent Professional Development Conference, and a discussion on the meetings of the Milwaukee Board of School Directors that will be held in regard to the budget overview for the district.

   There were four DAC executive members and one MPS staff member present.

* * * * *

(Item 2) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

1. The MPA Executive Director, Gerard Randall, met with State Representative Robin Vos, Chair of the Committee on Finance and Co-chair of the Joint Committee on Finance, concerning school-funding issues on March 1.

2. Mr. Randall met with Scott Baumbach, Deputy Secretary of the Department of Workforce Development, regarding the youth-employment initiative.

3. An MPA Executive Partners meeting was held on March 15. The major focus of the meeting was the state budget's impact.

4. Mr. Randall met with Ellen Gilligan, President and CEO of the Greater Milwaukee Foundation, on March 14. Mr. Randall also met with Dan Schmidt, Vice President for Program at the Bradley Foundation, concerning the MPA.

5. Mr. Randall met with various individuals within the Partnership, including Executive Partners, MPS personnel, and local deans of higher education.

6. Mr. Randall participated in grant-proposal activities concerning a GEAR-UP grant relative to college access.

7. Mr. Randall participated in a panel presentation on the implications that a student's cultural background might have on the transition-planning process at the 8th Annual Wisconsin Transition Conference held in Wisconsin Dells on February 17 and 18.

8. Response was made to an inquiry about possible participation in the MMADE.

9. Information was distributed to Partnership members regarding the opportunity for evaluation and input on textbooks and instructional materials in several areas of curriculum currently being considered for adoption by MPS.

10. The Teacher & Principal Quality Work Group has continued to work on the cooperating teachers/placement of student teachers handbook and related material.

11. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

a. March Math Teacher Leader (MTL) meetings were held on March 8 and 10. Additional information about these meetings will be available in a future report. Information on the content of the February MTL meeting is as follows:

(1) The Content Session addressed understanding the sixth Standard for Mathematical Practice, Attend to Precision; it focused on attending to precision in definitions, reasoning, and discussions in a math task.

(2) The Leadership Session addressed reflecting conversations and focused on learning to use effective coaching skills in order to have a learning-focused conversation that promotes equity in all math classrooms. Definitions of the different stances — consulting, collaboration and coaching — were reviewed, and activities focused on the coaching stance, stages of concern, and effective coaching components. MTLs reflected on recent challenges in maintaining the coaching stance and addressing the teacher's stage of concern.

(3) The Assessment Session focused on deepening understanding of instructional design and connections to the lesson-planning process. Materials and activities addressed principles of formative assessment and their alignment to the Learning Team Continuum of Work for Mathematics, tools of classroom talk, and a new draft instructional design template, which includes the following components: launch, explore, summarize, apply, and reflection. MTLs were tasked with focusing on one component during the next month and bringing specific examples of their professional practices around it to the next meeting.

(4) The following Hot Topics Group Breakout Sessions were offered:

(a) Let's Continue our Work on Differentiation in the High School Classroom — Discussion on continuing to push work in the math classroom through differentiation practices and more ways to make learning accessible to all students.

(b) How Are You Monitoring Your SIP (School Improvement Plan) Strategies? — Discussion and idea sharing on what is being done around SIP strategies.

(c) Lesson Planning and Discourse — Work on creating questions that will promote student discourse during the lesson of a specific mathematical task.

(d) What Do Learning Intentions and MKT (Mathematical Knowledge for Teaching) Have in Common? — Discussion on the difference between the learning intention and the math activity and helping teachers to understand the difference.

(e) Fidelity of Implementation — Mandatory training for identified MTLs on the fidelity-of-implementation's (FOI's) checks on minutes of instruction in grades K5-8 mathematics, part of the DPI's Corrective Action Requirements.

b. Math Alliance Project meetings took place on March 1, 15, and 29.

(1) A one-credit UWM-MMP professional development course entitled Communication and Reasoning, Part 2, has been offered to MPS K-8 teachers free of charge through the MMP. The course will link learning intentions and success criteria with instructional strategies. Participants will examine formative assessment and types of feedback that will further their students' ability to communicate mathematically. The course began on March 14.

(2) For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the February 2011 issue of the "MMP Messenger," below.

12. The UWM School of Education held its Annual Research Conference on March 10. The MPA Executive Director attended. This free conference highlights educational research from faculty, students, and practitioners that addresses current issues of education. The keynote speaker was Dr. Kathy Escamilla, Professor of Education, University of Colorado at Boulder. Her research centers on educational issues related to Spanish-speaking language-minority students in U.S. schools.

13. NEA Foundation Grant Update:

a. Information was distributed to the NEA Focus Schools on the opportunity for their primary-grade teachers to go through "Supporting Readers in the Primary Classroom," a summer reading workshop at Alverno College, and earn three credits. The workshop is designed to address the expectations of the MPS Comprehensive Literacy Plan for primary teachers (K-5, 1, 2, 3). Participants will learn to use early-literacy assessment tools and use data to plan instruction for whole-group, small-group, and center activities. In addition to the summer class sessions, participants will practice with students through either teaching summer school or volunteering in a summer program on a weekly basis. The grant will cover the cost of tuition and materials, other than books, for 18 participants.

b. The grant sponsored the participation of two staff members from Wedgewood Park International School in the UWM workshop, "Differentiated Instruction for Teachers of ELLs: Perspectives and Practices," on March 4. The two participants shared what they learned with the rest of the school staff at the March staff meeting.

c. Nominations for one "Stardust" (exceptional) teacher from each of the NEA Focus Schools were accepted through March 18. Colleagues, administrators, parents, students, and community partners were all eligible to submit nominations. Winners will be honored at the May 14 NEA Foundation Grant Data Celebration to be held at the Milwaukee Public Museum.

d. The registration capacity of 110 participants has been met for the 3rd Annual Conference of the Greater Milwaukee Action Research Consortium (GMARC), to take place on April 9. The conference, which is being held this year at Carroll University, is sponsored by the grant.

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(Item 3) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator attended the Wisconsin Head Start Collaboration Committee's meeting on March 1. The meeting focused on Head Start updates as well as state updates in early childhood.

2. The Head Start Coordinator and Education Manager participated in a meeting on Response to Intervention (RTI) on March 2. The meeting focused on aligning support for K3 and K4 teachers with support offered beginning in K5.

3. The Head Start Coordinator and ERSEA Manager attended district meetings on the possible transition from the eSIS system to a different enrollment system on March 2, 8, and 11.

4. ERSEA/FPA staff meetings were held on March 2 and 22. The meetings focused on the 2011-12 Head Start registration period, student attendance, and goal setting with families.

5. The Head Start Coordinator participated in district-wide assessment committee meetings on March 2, 16, and 30. The meetings focused on district alignment of assessments and report cards.

6. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on March 3. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

7. The Health, Mental Health and Disabilities Manager and Head Start instructional staff participated in Social Emotional Foundations of Early Learning (SEFEL) training on March 3. The training provided information on the cross-disciplinary approach to mental health and classroom management that promotes social and emotional well-being and prevents challenging behaviors. The training was provided by Joanna Parker, Head Start Training and Technical Assistance.

8. The Head Start Coordinator and Education Manager participated in Facilitator Boot Camp on March 3 and 7. The focus of the training was to prepare facilitators to present material for the March 14 banking day.

9. The Head Start Coordinator and Education Manager participated in a meeting regarding K4 reports from the MAP assessment on March 4. The meeting focused on added K4 MAP data to the MPS Data Warehouse.

10. Management meetings were held on March 4, 11, and 25. The meetings focused on program updates and planning.

11. Head Start staff meetings were held on March 8 and 21. The meetings focused on program updates and district homeless support.

12. The Head Start Coordinator participated in Division of Early Childhood meetings on March 17. The purpose of the meetings was the Early Childhood Professional Development Plan.

13. The Health, Mental Health and Disabilities Manager participated in a district parental involvement committee meeting on March 8. The committee met to focus on increasing district wide parental involvement.

14. Head Start instructional staff participated in CPR training on March 9. Eight staff were CPR certified.

15. The Head Start Coordinator attended report card subcommittee meetings on March 9 and 23. The purpose of the meetings was to work toward district-wide report-card alignment.

16. Head Start staff participated in professional development on March 10. The training focused on domestic violence and mandated reporting.

17. The Head Start Coordinator and Education Manager presented material to K3 and K4 teachers at the March 14 banking day.

18. The Head Start Coordinator participated in a Core Health Services meeting held on March 15. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

19. Head Start teachers and educational assistants participated in cohort trainings on March 15. The training focused on how to have an engaging social studies, which provided participates with a variety of instructional strategies in social studies and materials for early childhood students. This training was collaborative with HighScope and SAGE programs.

20. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on March 16. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

21. The Head Start Coordinator participated in the interview panel for the MPS Grants Development Coordinator on March 18 and 21.

22. Head Start staff participated in professional development on March 22. The training, which focused on sexual abuse, was provided by Parenting Network.

23. Interviews were conducted to fill the vacant position of Head Start's 10-month secretary on March 23. Interviews were conducted by the Head Start Coordinator, ERSEA Manager, and Policy Council Chair.

24. The Education Manager and Head Start instructional staff participated in a CLASS training on March 23. The training provided information on the CLASS observational tool and taught staff how to use the tool accurately to observe and code classrooms. Joanna Parker, Head Start Training and Technical Assistance, provided the training.

25. The Head Start Coordinator attended a Central Services professional learning opportunity on March 28. The purpose of the session was to align Central Services initiatives.

26. The next Policy Council Meeting will be on Saturday, April 9, 2011, at Betty Brinn Children's Museum at 9:00 a.m.

Parental Involvement

27. Eleven parents attended the Policy Council meeting held on Saturday, March 12, at Central Services. The meeting focused on Head Start impasse procedures, the 2010-11 Policy and Procedure Manual, and the 2010-11 self-assessment.

28. Parent Center meetings were held at each Head Start site. The topic of the March meetings was to provide education and information to Head Start parents about nutrition and lead-poisoning prevention.

Services Provided

29. Formal site visits: 35th Street, Auer, Congress, Forest Home, Green Bay, Hayes, Kilbourn, Maple Tree, Westside, and Wheatley.

30. Informal site visits: Dover, Hopkins, Longfellow, Mitchell, Siefert, and Silver Spring.

31. Dental days were held on March 22 at Green Bay, Gwen T. Jackson, Hopkins, Kluge, and Silver Spring.

Enrollment

32. There were 1,053 students enrolled in the Milwaukee Public Schools Head Start Program as of March 14 for the 2010-11 school year.

33. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program as of March 14 for the 2010-11 school year.

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Monthly Report of the President of the Milwaukee Board of School Directors

During the previous month, the President:

1. met with various members of the Milwaukee Board of School Directors on MPS issues;
2. met with Dr. Thornton on various MPS issues;
3. attended rallies in Madison and Milwaukee related to the Governor's Budget Repair Bill;
4. met with other elected officials regarding MPS issues;
5. meet with GE officials regarding the GE Foundation's $20.4 million grant to MPS;
6. spoke at several schools about the impact of the state budget on MPS;
7. met with MTEA & ASC representatives.

* * * * *

The Board recessed from 10:35 to 10:42 PM.

The Board adjourned at 12:06 AM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 21, 2011

Regular meeting of the Board of School Directors called to order by President Bonds at 6:32 PM.

Present—Directors Blewett (6:38 PM), Falk, Miller, Petersons, Spence (6:37 PM), Thompson (6:38 PM), Voeltner, Woodward, and President Bonds—9.

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

THE MILWAUKEE PUBLIC SCHOOLS RECREATION DIVISION

The Milwaukee Public Schools Recreation Division was established in 1911 to enrich the lives of Milwaukee's youth, teens, adults, and seniors through recreational and educational opportunities. Chapter 509 of the Wisconsin Laws of 1911 was reportedly the first of its kind to assign a local public school system the responsibility for organizing and conducting recreational programs for both children and adults. The law recognized that recreation is an educational process and that both recreation and education are strong forces in total human development and the formation of a city's culture.

While other recreation departments in a majority of U.S. cities conduct their programming in stand-alone recreation centers, access to school facilities has allowed the MPS Recreation Division to direct resources into programming, rather than in bricks and mortar, thereby providing the community with the best possible value in the delivery of recreational services. The use of school facilities for evening recreational programming has given Milwaukee the distinction of being recognized nationally as the "City of the Lighted Schoolhouse."

Throughout the last 100 years, the Recreation Division has never wavered in its dedication to providing meaningful recreational and educational experiences to the community. The Division's notable milestones include:

1916 ..... institutes naturalization classes to aid thousands of immigrants in becoming US citizens;

1919 ..... develops men's athletic leagues in 1919, followed by women's leagues in 1933. Today, the adult sports program serves more than 8,700 participants annually;

1925 ..... institutes city-wide youth swim classes, which today provide over 5,000 youth with lifesaving water-safety skills on an annual basis;

1945 ..... introduces outdoor educational programming in 1945, which now serves over 30,000 children and adults annually;

1960 ..... rolls out the Traveling Star Wagon to summer playgrounds. Today the Recreation Division's mobile playground program includes a skate van, carnival game rentals, and the Rec 'n Roll Mobile, which delivers summer fun to youth in area homeless shelters;

1974 ..... receives a Gold Medal from the National Recreation and Park Association for outstanding program in the nation. Most recently, the NRPA presented the district with the Dorothy Mullen Arts and Humanities Award in recognition of the MPS Partnership for the Arts;

1981 ..... opens the Beulah Brinton Community Center. Today, annual attendance at Beulah Brinton exceeds 115,000;

1993 ..... partners with Allstate Insurance and the Milwaukee Fire Department to open the Survive Alive House Fire Education Center. Over 13,000 2nd- and 5th-graders visit the Survive Alive House each year to learn lifesaving fire-safety skills;

1993 ..... creates the Summer Stars Teen program, which continues to provide over 2,000 teens with a safe place to go during the summer months;

1998 ..... receives a $4.5 million grant from the US Department of Education to open 11 Community Learning Centers (CLCs). Afterschool programs are now offered at over 100 MPS schools;

2010 ..... hosts the 2010 US Youth Games, which provided over 400 athletes from five states with an opportunity to compete with their peers in an Olympic-style venue.

Throughout the years, the Recreation Division has worked cooperatively with existing neighborhood groups, schools, governmental units, and businesses to meet the needs of the community. The results of these collaborative efforts are programs and services that would be impossible to provide without the sharing of resources.

The Milwaukee Board of School Directors and the entire school community recognize the MPS Recreation Division for its dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Other Awards and Commendations

Students and Staff

For the second year in a row, Roosevelt Middle School of the Arts took second place in the Middle Level Forensics Association (MLFA) Large School State Tournament., which took place in Oconomowoc, Wisconsin, on Saturday, March 26, 2011.

Students William Badovski, Zoe Drews, Autumn Lucas, Kylie Jackson. Montral James, Suzy Scotty, Evan Szymkoski, and Malcolm Terry represented Roosevelt in the Tournament, which featured over 75 schools and 1.200 students. Individual first-place trophies were awarded to seven out of the eight students:

- Demonstration Speech .....Autumn Lucas and Zoe Drews
- Infomercial.....Will Badovski and Suzy Scotty
  Malcolm Terry and Montreal James
- Storytelling.....Even Szymkoski

Roosevelt was also singled out for special recognition at the Forensics State Tournament Awards Ceremony. Math teacher Robert Berry was inducted into the MLFA Hall of Fame. Berry, who has been active in Middle Level Forensics since 1985, has been a head coach and is currently the head judge for the Roosevelt team. Current head coach, Jo St. Clair, is thankful to Berry for his "…expertise and assistance during this Forensics season and for the teachers who have assisted in coaching Roosevelt's Forensics team." These teachers are Eileen Scheer, Brad Nommensen, Sara Wrobleski. Patty Horigan, Alicia Gomez, and Zene Peer.

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Team 1675, a group of students from Lynde and Harry Bradley Technology and Trade School and Rufus King International Baccalaureate High School, has won the Chairman's Award at the Midwestern Regional competition of FIRST Robotics. The competition, which was held last weekend in Chicago, qualifies the team to participate in the National Robotics Championship in St. Louis from April 27 through April 30, 2011.

Team 1675, which is a collaboration of a dozen Rufus King and Bradley Technology and Trade School students, includes George Akpin, Laura Boiling, Sarah Borzon, Crystal Flores, Eric Miller, Christopher Moldenauer, Gabe Mondry, Jackson Reed, Sean Salters, Tim Schley, Kidd Starck, Katie Widen, and Yuan Smith.

The Chairman's Award, FIRST's most prestigious award, honors the team that, in the judges' estimation, best represents a model for other teams to emulate and which embodies the goals and purpose of FIRST. In honoring Team 1675 over the other 49 teams in the Midwest Regional, the judges noted that, although it is one of the smallest teams, it has been able to promote FIRST at city-wide events, mentors younger children, keeps in touch with alumni, and has a high rate of students who go on to be involved in scientific and technological careers.

One of the team's mentors, Gerald Becker, was honored at the event with the Woodie Flowers award for his volunteer work with the team. The Woodie Flowers Award recognizes a mentor who has done an outstanding job of motivation through communication while also challenging the students to be clear and succinct in recognizing the value of communication.

Team 1675 is sponsored by several Milwaukee companies, including Johnson Controls and Rockwell Automation.

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The Selection Committee for the Herb Kohl Educational Foundation Scholarship and Fellowship Program has announced recipients of the 2011 Herb Kohl Foundation awards for students and teachers. The $1,000.00 awards are being made to teachers, their schools, and graduating high-school students. MPS recipients were recognized at a Student and Teacher Recognition Luncheon on Sunday, April 3.

The *2011 Kohl Excellence Scholars in MPS* are:

- Anders Goodwin, Rufus King International High School
- Madelynn Green, Rufus King International High School

- Stephanie Kalogriopoulos, Alexander Hamilton High School
- Ivette Zuniga, Hamilton High School.

The *2011 Kohl Fellows in MPS* are:

- Andrea Bergmann, W.G. Bruce
- Beth Berndt, Forest Home Avenue School
- Theresa Erbe, Professional Learning Institute
- Daniel Gatewood, Rufus King
- Sarah Getzel, Hawley Environmental School
- Arlene Smith-Kerry, Bruce Elementary School.

The *2011 Kohl Initiative Scholars in MPS* are:

- Justina Cortinas, El Puente High School
- Taniqua Hanes, Milwaukee School of Entrepreneurship
- Merve Senel, Wisconsin Career Academy
- Ricardo Villegas, Advanced Language & Academic Studies (ALAS).

Special Recognition of Departing Members of the Milwaukee Board of School Directors

Director Voeltner moved to suspend Board Rule 1.10 (1), to allow to Board to consider the resolutions of recognition.

The motion to suspend prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—8.

Noes—None.

Abstaining from voting—Director Thompson—1.

Proclamation
TIM PETERSONS
Milwaukee Board of School Directors, 1st District
2007-2011

WHEREAS, Tim Petersons was elected to the 1st-District seat of the Milwaukee Board of School Directors in April of 2007; and

WHEREAS, During his tenure on the Board, Director Petersons has demanded fiscal responsibility and accountability from all levels of the Milwaukee Public Schools, from the Board, to the Administration, to the principals and staffs of the schools; and

WHEREAS, Director Petersons has proposed cutting reimbursement of travel expenses to the Board and has voted to trim the salaries of the Board in order to direct more money to the classroom; and

WHEREAS, Director Petersons has fought to hold schools accountable for the results of their financial and programmatic audits; and

WHEREAS, Director Petersons has voted to maintain small class sizes in order to better ensure that students receive the individualized attention they need to succeed academically; and

WHEREAS, Director Petersons, who is himself both a foster and an adoptive parent, co-sponsored a resolution that, by declaring the 2010-11 school year the "2nd MPS Year for Foster and Adoptive Families, the Milwaukee Board of School Directors recognize the many families who provide love and care for desperate children as adoptive or foster families and that the Board encourage others to do likewise; and

WHEREAS, Director Petersons, having completed four years of service as a member of the Board, is departing from the Board; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to Director Tim Petersons for his years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent Proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Director Tim Petersons in tribute to his record of dedicated public service to the citizens of Milwaukee and to the children of the public schools.

Adopted by consensus.

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Proclamation
BRUCE THOMPSON
Milwaukee Board of School Directors, At-large Member
2007-2011

WHEREAS, Bruce Thompson was first elected to the Milwaukee Board of School Directors in April 1997, serving as representative for District 5 until April of 2001; and

WHEREAS, Director Thompson served as Board President in 1999-2000 and 2000-2001; and

WHEREAS, Director Thompson was re-elected to the Board in April of 2007 as the at-large member; and

WHEREAS, Director Thompson, during his tenure on the Board, has supported the district's reform efforts, including the district's Neighborhood Schools Initiative to reduce busing of children; greater accountability for administrators; decentralization and shifting of decision-making power from central administration to schools; charter schools; and admission standards for middle and high schools; and

WHEREAS, Director Thompson is departing from the Board at the end of the 2011 Board year; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to Director Bruce Thompson for his years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent minutes of the Board of School Directors; and be it

document suitably signed and sealed, prepared and delivered to Director Bruce Thompson in tribute to his record of dedicated public service to the citizens of Milwaukee and to the children in the public schools.

Adopted by consensus.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 3, 22, 25, and 31, 2011, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

SUPERINTENDENT OF SCHOOLS

(Item A) Overview of the GE Developing Futures in Education Grant's Steering Committee

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In January 2011, the GE Foundation awarded to the Milwaukee Public Schools a Developing Futures in Education Grant that will invest $20.4 million in MPS over five years. This investment, which will fund efforts to boost achievement in math and science, will help prepare our students to compete in a world of fast-evolving technology and global competition. At the Milwaukee Board of School Directors' regular April 2011 meeting, Nata Abbott, Program Manager for the MPS GE Developing Futures in Education Grant, will present an overview of the structure and expectations of the Grant Steering Committee, an important component in realizing this important goal.

The presentation will include a discussion of the components, design, and roles — i.e., monitoring, removing obstacles, and two-way communication — of the Steering Committee, as well as its goals — collaboration, system-wide view, and communication.

Sincerely,

Gregory E. Thornton
Superintendent of Schools

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 41 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of the Independent Hearing Officers of March 28, 29, 30, 31, and April 1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 2011.

The motion to accept the reports prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, a follow-up to Resolution 0809R-043 to develop a city-wide alternative school for chronically disruptive students;

Innovation/School Reform Committee, Item 2, a request to approve a non-instrumentality charter school contract for the Milwaukee College Prep—Lindsay Heights Campus;

Innovation/School Reform Committee, Item 5, quarterly report and possible action on the District Corrective Action Plan and School Improvement Grant (SIG) Planning;

Accountability/Finance and Personnel Committee, Item 9, a request to waive Administrative Policy 5.01(8)(b), to close Washington High School, and to expand Washington High School of Information Technology, effective with the beginning of the 2011-12 school year; and

Accountability/Finance and Personnel Committee, Item 12, action on FY11 pupil transportation contracts.

On the motion of Director Thompson, the balance of the reports of the Standing Committees was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report and Possible Action on District Parental Involvement Activities for March 2011

Your Committee reports having received the following informational report from the Administration.

Parental Involvement Activities

This report reflects attendance as of March 29, 2011.

1. March 3, 2011

   - **District Advisory Council (DAC) School Delegate Meeting**

     The DAC conducted its monthly meeting. The presentation for the March 2011 meeting was on the School Improvement Plan and Measure of Academic Progress (MAP) Student Progress Reports. At the same time as the DAC meeting, Administration also held a discussion on the budget. Parents were given the option to attend the DAC sessions and the budget discussion. Present were 26 school delegates and 11 non-school delegates. A total of 31 schools were represented.

     During March 2010 school year, there were a total of 33 parents, staff, and community members present.

   - **District Advisory Council (DAC) Executive Committee Meeting with Dr. Thornton**

     The DAC Executive Committee met with Dr. Thornton to discuss the state budget's impacts on MPS and the Region V Parent Professional Development Conference. There were four DAC Executive members and the MPS Parent Involvement Coordinator preset.

2. March 3, 2011

   - **Regional Parent Meetings**

     The Regional Parent meetings are conducted to support the work of the schools' Action Teams for Partnership. The Regional Parent meetings are held each month prior to the DAC meeting. The Action Plan strategies discussed during the March meeting addressed attendance and reading partnerships. The Response to Intervention (RtI) staff also presented information during the meeting.

     There were 45 parents, staff, and community members present on behalf of the eight regions.

3. March 8, 2011

   - **School Parent Coordinators' Meeting**

     The district provides support to the parent coordinators by conducting meetings on information and resources that help support parents. The meeting focused on Measure of Academic Progress (MAP) and sharing of successful events at schools.

     There were 40 participants present, representing 31 schools, Central Services, and Community Organizations.

4. March 12, 2011

   - **Head Start Policy Council**

     The Head Start Policy Council held its monthly meeting. The meeting focused on the Impasse Procedures, 2010-2011 Policy and Procedure Manual, and the 2010-2011 Self Assessment. fifteen parents attended the Head Start Policy Council's meeting.

During the month of March, parent meetings held at each site. The topics were nutrition and lead-poisoning prevention. There was a total of 137 parents present for the parent meetings.

In addition to the meetings held, two Head Start parents participated in the interviews for the Head Start 10-month school secretary position.

5. March 10, 2011

- **District Advisory Council (DAC) Executive Committee**

  The meeting focused on devising the agenda for the April DAC delegate meeting, providing updates on the Region V Parent Professional Development Conference, and a discussion on the state budget impacts on MPS.

  There were four DAC executive members and one MPS staff present.

6. March 16-20, 2011

- **The National Coalition of Elementary and Secondary Education Act (ESEA) Title I Parents 35th Annual Region V Professional Development Conference**

  The conference provided workshops on topics to enhance student learning, parenting skills, life skills, and the reauthorization of the Elementary and Secondary Act.

  There were 44 parents, staff, and VISTA members that attended the conference.

7. March 16, 2011

- **Families First: District Parent Professional Development**

  On the third Wednesday of the month, the district offers workshops and information sessions for parents. During the month of March, parents received information on being advocates for their children. The information was presented by district staff and community organizations.

  There were at total of 17 parents, staff, and community members present, representing six schools.

  During the March 2009-2010 school year, a total of 43 participants, representing 33 schools, were present.

8. March 21, 2011

- **Parent-Teacher Association (PTA)**

  The PTA hosted a forum for candidates for the Milwaukee Board of School Directors. The candidates responded to questions from the public on their vision for Milwaukee Public Schools.

  There were at total of 150 parents, staff, and community members present.

9. March 23, 2011

- **Beyond Random Acts of Partnership Conference**

  The Wisconsin PTA and the Department of Public Instruction hosted a one-day conference that focused on building the climate for student success. There were 110 parents, students, staff, and community organizations present from Milwaukee.

- **Parent-Teacher Association (PTA) Meeting with Dr. Thornton**

  Representatives and friends of the PTA met with Dr. Thornton to discuss the state budget, school budgets, and school closings. There were three PTA representatives present.

10. March 26, 2011

    - **I Am an Informed Parent!**

      Safe Schools/Healthy Students held a session for parents, focused on "Gang Prevention and Awareness." The presentation covered the history, legal consequences, and signs that parents should look for.

      There were 24 parents representing 12 schools.

11. March 30, 2011

    - **Parent Coffee with Dr. Thornton**
    - Dr. Thornton continues to reach out to parents to hear first-hand about their experiences as MPS parents. Stuart Elementary hosted the March "Parent Coffee with the Superintendent."

District Parent Resource Centers

MPS has two District Parent Resource Centers, one located inside the Phillis Wheatley Elementary School, and the other located inside the Walker Multiplex. The two centers offer a variety of classes at different levels to meet the needs of the parents served. The classes offered at each site are listed below:

1. District Parent Resource Center: Phillis Wheatley

   a. **Technology Classes:** Parents are learning and enhancing their skills in Microsoft Windows using Access, Word, Excel, Power Point, and the Mavis Beacon typing program. They are encouraged to use the computer lab for MPS resources such as the Parent Assistant, the District Events Calendar, viewing school websites, communicating with their children's school staff, and any other available resources.

      A total of eight parents made a total of 49 visits to the Center during the month of March for the technology classes.

   b. **Adult Learning/GED:** Two staff from the Office of Family Services were provided part one of the training process for GED 02. GED services for parents will start in the month of May.

   c. **Financial Literacy:** The district will be collaborating with Educators Credit Union to start financial literacy classes in the month of May. On the first four Tuesdays of May, the following classes will be featured:

      - Building a Better Budget;
      - Solving the Mystery of Credit Reports; and
      - Plastic Surgery: Getting Out of Debt and Home Buying.

   d. **Nurturing Family Class.** This class is for parents to explore creative ways to nurture, support, and encourage positive behaviors using the nurturing curriculum.

      There were three families that attended the class this month. Of the four that have been attending since January, one completed the entire nurturing program.

2. District Parent Resource Center: Walker Multiplex

   a. **English as a Second Language:** Parents are provided the opportunity to participate in ESL classes at many different levels. The Center offers classes on Mondays, Wednesdays, and Fridays during the day. There were 37 parents for the Monday, Wednesday, and Friday classes.

b. **Technology:** Parents have the opportunity to enhance their skills in Microsoft Windows using Access, Word, and the Mavis Beacon typing program. Parents are also encouraged to use the lab for MPS and community resources. There were 18 parents who accessed the Center for technology this month.

c. **Zumba/Math:** The Center recognizes the need to provide information to parents on healthful habits. Every other week, parents have the opportunity to participate in Zumba to reinforce healthful life habits. In the alternate weeks, parents engage in hands-on math experiences that reinforce learning at home. Seven parents attended the classes during the month.

d. **Evening and Weekend ESL Classes:** There are additional ESL classes offered at Greenfield and Kagel in the evening and on Saturdays. There were 57 parents for the evening and Saturday classes.

e. **Nia Dance and Science:** Nia is a holistic fitness program that draws from different sources such as jazz, modern dance, tae kwan do, and tai-chi, as well as the healing arts. The program teaches people to deal with their daily concerns by enabling their bodies to relax. Seven parents participated in Nia this month.

In addition to the classes mentioned, UW-Extension offered nutrition classes during the month of March, which 10 parents attended. Eleven parents at the Center also participated in a workshop presented by Voces de la Frontera called "Know Your Rights." Parents will also be participating in the 2011 Science Fair at the Milwaukee County Zoo.

Community-Based Parental Involvement

Milwaukee Public Schools supports community organizations that provide programs and resources for families and their children. Since 1998, Milwaukee Public Schools has had an ongoing collaboration with COA Youth and Family Centers to provide parental involvement programming to support student achievement in the district.

1. Having Involved Parents (HIP)

During the month of February, 5,355 participants (2,311 families) took part in HIP-sponsored events. These events included Family Gathering Nights, BOB's (Big On Books), and other HIP events. Parent Involvement Coordinators handed out 57,559 flyers in an effort to communicate the importance of parental involvement and to promote these events. In addition, 1,200 volunteer hours were performed by HIP parents.

2. Home Instruction for Parents of Preschool Youngsters (HIPPY).

During the month of February, the HIPPY program conducted 500 home visits to 263 families. The HIPPY program held its monthly family gathering night. There were 482 participants present representing 128 families.

Data Informing Practice

1. Families First: District Parent Professional Development

a. During the 2009-2010 school year, a total of 97 schools were represented at least once at Families First. As of December 2010, a total of 64 schools had at least one representatives attend Families First. The district anticipates exceeding the number of schools represented at Families First during the 2010-2011 school year.

b. Each month, participants are asked to fill out an evaluation. The evaluations help develop the topics for Families First and capture the satisfaction with the information presented. During the first semester, staff, having noticed that the number of surveys turned in did

not reflect 100% of the attendance, met and reflected on ways to ensure collection of the evaluations. As a result of staff brainstorming, participants are now given their raffle tickets after turning in their evaluations. The response rate has increased drastically.

c. Starting the month of February, the evaluations also started to seek input on the days and times for Families First to be held. Another adjustment made to the evaluations was the option for parents to provide contact information. The evaluation captures parents' recommendations on topics for the sessions, and the district noticed that parents were requesting topics that had been presented already during the current school year. The district can connect with parents and provide them with resources on the topics that have already been presented if the parents leave their contact information.

2. **School Parent Coordinators' Meeting**

a. Each month, the School Parent Coordinators meet and are provided information that help them support parents at their schools. This school year, schools' parent coordinators were given the opportunity to provide quick feedback on the session and offer any comments and suggestions. The comments provided so far this school year have prompted district staff to develop a more standard feedback form for each month, as well as an overall program feedback form.

b. The results from the new monthly feedback forms will be used to inform district staff of things such as suggested topics for the meetings, satisfaction with content presented, and the activities that parent coordinators have worked on. The results will be shared with the parent coordinators each month. The first formal survey was collected during March.

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(Item 2) Report and Possible Action on Parent Dispute Resolution System (PDRS) Data

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. The Special Education Oversight Action Plan (SOAP) has three essential components. One of the components is to provide parents with information and a parent friendly system to encourage early resolution of parent concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school related topics.

2. Attachment # 1 to the minutes of your Committee's meeting provides an overview of parental dispute options in parent-friendly language.

3. The district has identified five days as the target amount of time in which to resolve each PDRS complaint. In order to support school leaders in accomplishing the five-day target for each PDRS complaint, Central Services staff are notified immediately in order to offer support to address the complaints. The following staff receive notifications automatically via e-Mail on the first day of the filing of the complaint, with the expectation of immediate action:

a. educational leader of school

b. appropriate regional executive

c. special education leadership liaison (special education student only)

d. Department of Specialized Services' Equitable Education Opportunity Liaison.

4. Additional oversight and follow-up are provided as follows:

a. Weekly report summary of unresolved complaints is forwarded to the regional executives through the Director of School Support and Accountability, with the expectation of immediate follow-up with the school leaders.

b. Weekly report summary of unresolved complaints is forwarded to the SELLs through the Director of Specialized Services, with the expectation of immediate follow-up with the school leaders.

c. Department of Specialized Services' Equitable Education Opportunity Liaison performs follow-up and confirmation of action.

5. Upgrades in the district's data system have created some opportunities to address PDRS data in different ways. The Department of Specialized Services has taken this opportunity to revise some of the report formats to better fit the needs of the district. Attachment #2 to the minutes of your Committee's meeting contains data that are being reported to the Board on a monthly basis.

6. In order to more clearly identify cases at risk of being resolved after the targeted fifth day, this report now also identifies open cases, with numbers of days open, as well as closed cases and numbers of days to close. The new report provides district leadership with the preemptive information to assist schools in a more timely manner to meet the targeted five-day resolution timeline. The changes in reporting and response to the new data have assisted in reducing the number of open cases from 16 on February 1, 2011, to eight on March 1, 201l. As of the date of preparation of this report, there was one open PDRS complaint in the district.

7. The new reporting, tracking and support systems that are in place have assisted district leadership in identifying opportunities for professional development in the following areas:

a. technical assistance and accountability-tracking for school leaders to efficiently navigate the PDRS data system and to increase their skills in order to timely report issue resolution;

b. assistance in problem-solving skills, parent staff communication, IEP placement activities, IEP implementation requirements, discipline and positive behavior support requirements, anti-bullying strategies, and clarification regarding school records policies and procedures.

8. The following information provides a school year-to-date report of the Parent Dispute Resolution (PDRS) data (see also Attachment #2 to the minutes of your Committee's meeting).

Parent Dispute Resolution System Data: 2010-2011 Academic Year

Month	Total complaints — All Students	Average Time to Close	Monthly Change Average to Close	% Special Ed
December	64	12.9		
January	95	12.4	-.5	62.1
February	132	13.8	+1.4	62.1
March	149	13.9	+0.1	64.4
April	175	12.8	-1.1	64.0

Most Often Occurring Issues Related to Special Education

MPS Appeal (School Assignment) 23%
IEP 22%
Personnel 11%
Safety 8%
Assault 7%

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(Item 3) Report and Possible Action on Services to Students with Disabilities in the Least Restrictive Environment (LRE)

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

2. Best practices and research strongly support education in the least restrictive environment with access to the general curriculum because they contribute high expectations and achievement outcomes for students with disabilities. The strong preference in the law is that the child be educated using the general education curriculum in the regular education classroom. The Milwaukee Public Schools is committed to ensuring that all students receive high-quality educational services and that students with disabilities receive as many services as appropriate in classrooms and other educational environments with their non-disabled peers.

LRE Implementation: Support

3. As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the least restrictive environment (LRE). The plan includes implementation of a LRE Demonstration Schools project, which represent a variety of levels and types of schools, during the Spring of 2011. It also includes a larger district-wide plan for professional development and support for all MPS schools, to be fully implemented during the 2011-12 school year.

4. The overall goals of the plan are to:

a. identify, develop, and implement a variety of research-based LRE models within the following 16 identified LRE Demonstration MPS schools, each of which will increase by June 2010 its percentage of students who have been removed from their non-disabled peers less than 21% of the time by 50%:

South Division	Grant
Lad Lake Synergy	Craig
Spotted Eagle*	Hartford Avenue
Kilmer*	Humboldt Park*
Audubon	Keefe Avenue
Northwest Academy*	Ninety Fifth*
Allen Field	Thirty Fifth
Cooper	Vincent

(Asterisk indicates that school has met its 50% increase goal by April 1, 2011.)

b. document descriptions of building-wide LRE best practices for district-wide dissemination, including identification and creation of a video record of model LRE practices, classrooms, and model LRE schools;

c. strengthen the bond among general and special education teachers and support personnel through implementation of professional development in key strategies for successful LRE, e.g., differentiated instruction, co-teaching, and effective planning;

d. provide professional development to support the Comprehensive Literacy Plan (CLP) and LRE decision making to increase access to the general literacy curriculum and literacy best practices in the general education classroom for students with disabilities and replicate this model in all curricular areas.

e. identify system-wide and school-based barriers to LRE and implement solutions;

f. improve use of LRE data, along with academic performance and related data as tools to assist in making individualized IEP decisions that will lead to higher academic outcomes;

g. disseminate district-wide video recordings, sample planning and implementation materials, co-teaching resources, documents, and relevant publications of exemplar collaborative teaching and co teaching practices;

h. develop school-based LRE targets for all of the MPS schools to be included in the School Improvement Plans for the 2011-12 school year; and

i. develop oversight strategies for all schools, including school and classroom "look-fors," data reports, and data-analysis strategies for both building- and district-level administrators and supervisors to ensure the implementation of the IEP-LRE required services and monitor gains in achievement.

LRE Best Practices

5. Three key areas of focus identified as essential to successful implementation of services in the least restrictive environment are:

a. ***collaborative planning time***, which allows special education and general education teachers to plan lessons and instruction together and discuss student needs and required interventions or modifications to ensure successful classroom experiences for the student. Reserving some time for collaborative planning allows for more thoughtful and coherent lessons, ensures the intentional incorporation of the core standards into all activities, and ensures that all adults in the class know clearly what accommodations and modifications must be in place at all times to ensure success.

b. ***co-teaching (collaborative teaching),*** which requires that both the general education teachers and the special education teachers mutually support the class and the students, demonstrating to the class and to each other the commitment to shared ownership for all students and their academic success.

c. ***Differentiated Instruction,*** which is a concept that makes it possible to maximize learning for *all* students. A significant component of the successful implementation of the Comprehensive Literacy Plan (CLP) for all MPS students, it is a collection of instructionally intelligent strategies based on student-centered best practices that make it possible for teachers to *meaningfully* respond to the needs of diverse learners. It is made possible by modifying the content, process, and product of instruction of a particular student or small group of students (typically to scaffold and extend learning), rather than the more typical pattern of teaching the class as though all individuals in it were basically the same.

Differentiated instruction is an approach to ensuring that all children achieve to the same high standards and that instructional approaches — not the expectations or the standards — are varied. The very definition of differentiated instruction clearly supports the necessary framework of instruction that must be present in each class for students with disabilities to experience success. A "differentiated classroom" in many ways levels the playing field for all students, general and special education, by providing each student with instruction and support that will best allow them as individuals to be challenged at

high levels and to be successful. Differentiated instruction removes the potential stigma often felt by students with disabilities, because they are part of a whole class (community) of learners who are meeting the same high standards in very individualized ways.

LRE Demonstration School Update

6. Two schools — Spotted Eagle and LAD Lake Synergy — were highlighted at the meeting of the Committee on Parent and Community Engagement in March 2011. At that time, they had completed their needs assessments and had identified professional development (PD) needs. They were beginning to implement PD plans and service delivery. The following is a summary of changes and progress to date for these two schools.

Strategies	Spotted Eagle	LAD Lake Synergy
Identified School–wide Professional Development Needs. (Asterisk indicates implemented PD opportunities)	1. Differentiated Instruction* 2. Heterogeneous Group Instruction 3. Behavior Management* 4. Co teaching*	1. Co-teaching* 2. Differentiated Instruction* 3. Cooperative Learning*
Models Implemented	Collaborative/co teaching (literacy, social studies, and math)	Collaborative/co teaching (math)
IEP Development	Review and revise all IEPs to reflect new service delivery in least restrictive environment	Review and revise all IEPs to reflect new service delivery in least restrictive environment
Lessons Learned	• Need a wide variety of materials to meet the differentiated instruction needs of the LRE classroom (multiple performance levels/multiple needs). • Committed leadership and staff are essential to success. • LRE opportunities allow for maximum efficiency of staff to meet the needs of the students. • Evidence of increased confidence in academics is noted for students in LRE classes	• Need a wide variety of materials to meet the differentiated instruction needs of the LRE classroom (multiple performance levels/multiple needs). • Committed leadership and staff are essential to success. • LRE opportunities allow for maximum efficiency of staff to meet the needs of the students.
Outcomes Change from 1/1/11 to 4/1/2011 (LRE 80% or more)	From 78.79% to 83.33%	From 32.56% to 39.13%

* Met 50 % LRE Demonstration

7. The Special Education Leadership Liaison and Special Education Supervisor are working with each school's LRE Team to implement professional development activities and oversee implementation of LRE services and supports to students throughout the month of April. The Special Education Leadership Liaison, Special Education Supervisor, and diagnostic teacher will provide support and coaching within the school as the staff moves to strategize their changes in daily routines and culture as they move to greater LRE implementation. All demonstration schools are following the same series of activities and planning.

LRE Implementation: Progress Data

8. IDEA-2004 identified 20 indicators of performance that would help steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses

documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. The state's target data for this indicator, which were developed with input from a state-wide stakeholder group, provide each district with a target in each category. The identified categories are:

Indicator #5A..... Students are removed from non-disabled peers less than 21% of school time

Indicator #5B..... Students are removed more than 60% of school time from non-disabled peers

Indicator # 5C..... Students enrolled in separate schools, residential facilities, or homebound/hospital placements

9. The following is a district-wide snapshot of LRE data relative to services in discrete categories (as defined by DPI and IDEA) and a comparison with the state's target. Currently the district is posting modest positive movement in each of the three LRE areas. This information will be used to set more aggressive targets of improvement for the district and for all MPS schools during the 2011-12 School Improvement Plan (SIP) Development Process.

IDEA-LRE Indicator #5 Data	**5A: Less than 21%**	**5B: Greater than 60%**	**5C: Other Environments**
State Target	54.74%	11.2%	1.25%
MPS December 2010	24.75%	18.91%	1.68%
MPS January 2011	25.27%	18.38%	1.89%
MPS February 2011	25.38%	18.21%	1.98%
MPS March 2011	25.88%	18.09%	1.76%
MPS April 2011	26.31%	17.97%	1.69%

10. An important outcome for students with disabilities is the annual (or more frequent, as needed) development of IEPs that include a review of the required special education services and related services. The IEP team carefully considers if special education services and supports are to be increased or decreased. One important outcome is that students whom the IEP team determines no longer require special education services become fully supported in general education. During the period of July 1, 2010, to April 1, 2011, a total of 535 special education students were identified as no longer requiring special education or related services.

11. The Department of Specialized Services will continue to provide periodic reports regarding the implementation of special education program services in the plan of support for LRE, along with an analysis of the LRE's link to improved student outcomes.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform presents the following report:

(Item 1) Action a Follow-up on Resolution 0809RR-043 by Director Bonds To Develop a City-Wide Alternative School for Chronically Disruptive Students

Background

1. At its meeting on February 26, 2009, the Milwaukee Board of School Directors referred Resolution 0901R-024 by Director Bonds, regarding the development of an alternative school for chronically disruptive students for the 2010-2011 school year, to the Committee on Innovation/School Reform.

2. The development of a response to the proposed resolution was delayed by a change in Administration and insufficient funding for the 2010-11 school year.

3. At its February 2011 meeting, Board adopted the resolution and directed the Administration to develop a report on the feasibility of offering a school program within the district to serve chronically disruptive students for the 2011-12 school year and to bring that report back to the Board by the regular April 2011 Board meeting.

Administration's Analysis

4. Milwaukee Public Schools is required to provide a continuum of services, including a continuum of placements for students who have significant needs that are academic, emotional, behavioral, or social. Because these students' educational needs may not be able to be addressed appropriately within a traditional school setting, Milwaukee Public Schools offers a wide array of alternative school settings, which include partnership schools.

5. Based on the data of the percentage of students suspended in each grade, dating from the 2007-08 school year to the present year, grades seven, eight, and nine were among the grades with the highest percentage of students being suspended.

6. The targeted repeated behaviors that would qualify a student for entrance into the proposed site are fighting, refusal to go to class, aggressive responses to directives from adults, disrespect towards staff, possession or use of drugs, and disorderly conduct. Only behaviors considered a Level 3 offense, which is a referral to the Office of Family Services, would qualify a student for admission to the site.

7. To avoid duplication of programs in schools that already exist in MPS, the proposed model will address only the needs of chronically disruptive students in grades eight and nine and overage students in grade seven who have committed Level 3 offenses. This proposal will provide interventions and supports for these students to transition back into their schools of origin.

8. Transition High School has already worked with students in this grade range through both the high school and the Transition Intervention Experience program for students in grades seven and eight.

9. The alternative school would operate as the Transition Intervention Experience Center. The mission of the Transition Intervention Experience (TIE) Center will be to provide a positive holistic experience for students who have experienced repeated behavioral challenges that have limited their opportunities to be successful in school. The focus of the Center is to teach students replacement behaviors that will enable them to return to their schools of origin and to achieve success.

10. The district will find candidates for the first quarter of the 2011-12 school year from Central Services hearings held in May and June. Only students that are expected to return to their sending schools are eligible for assignment at the TIE Center.

11. A student services coordinator will hear the cases and recommend regular education students to the TIE Center.

12. For students with special needs, the student services coordinator will hear the case, then the administrator/school leader will make a recommendation for the type of assignment for students with special needs, and the IEP team will determine placement.

13. The TIE Center's Transition Specialist will collaborate with the student services coordinator on the final decision of the assignment.

14. A student who is entering the TIE Center will go through a transition meeting with the sending school's staff and the Transition Specialist to review the goals and assess the needs of the student.

15. Students will stay a minimum of one quarter (nine weeks) or a maximum of one year. For the first year or the first semester, students will enter and exit at the beginning of the quarter or semester. The first group of students will start together because they will have been selected at the end of the 2010-11 school-year.

16. Students must have attained a specific reading level for the online course work. Students that have not attained sufficient reading levels for the online course work will receive face-to-face instruction.

17. Students in the ninth grade will receive credits for their course-work.

18. At the end of their TIE Center experience, students will have portfolios which will include examples of academic progress, reflections, aspirations, and goals. They also will receive certificates of completion.

19. The students who are returning to their sending schools will go through transition meetings with the sending schools' staffs and the Transition Specialist to review the progress and needs of the students. For students with special needs, the IEP team will reconvene to change placement.

20. The students will automatically be on placed on an Individualized Check-In and Check-Out (CICO) intervention to assist in the transition back to their sending schools.

21. The initial enrollment of the TIE Center will be 120 students. Up to 20 percent of the students will be students with disabilities.

22. The staffing of the TIE Center will consist of the following:

a. 1-FTE Assistant Principal

b. 1-FTE Dean of Students (Teacher)

c. 5-FTE teachers — regular education

d. 2-FTE teachers — special education

e. 1-FTE school psychologist

f. 1-FTE school social worker

g. 2-FTE safety aide

h. 1.76-FTE paraprofessional

i. 1-FTE secretary I (10-month)

23. The TIE Center will also require funds for equipment, supplies, and contracted services from outside organizations to provide services such as conflict resolution, culturally responsive approaches, and therapy.

24. The total anticipated cost for the TIE Center for FY12 is $1.5 million.

25. The TIE Center, which will fall under the direction of the principal of Transition High School, will replicate the core principles of Transition High School.

26. The data and portfolios of students will return to the sending schools after their time at the TIE Center. The students will also remain connected to the sending schools to prevent the sending schools from giving up the students' seats.

Strategic Plan Compatibility Statement

27. This item supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 5: School staffs are supportive and responsive to students and families.

WTAM Strategy: Schools are safe learning environments.

WTAM applicable measurable objective: 95% of MPS stakeholders will rate the district's schools as safe.

Statute, Administrative Policy or Board Rules Statement

28. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

29. This item does not authorize expenditures for FY11. Funding for the TIE Center in the amount of $1.5 million will be included as part of the proposed FY12 budget.

TIE Center's Budget

Expense	FTE	Amount
Asst. Principal (Small H.S.)	1.00	$ 73,200
Teacher	8.00	476,000
Social Worker — Social Work	1.00	68,000
Psychologist — Psych Srv	1.00	68,400
School Safety Asst — Oth Gn Ad	2.00	50,800
Paraprofessional	1.76	43,648
School Secretary I (10-Month)	1.00	27,300
Total Wages	—	807,348
Benefits	—	564,336
Total Salaries	—	1,371,684
Contracted Services	—	128,316
Total	—	$ 1,500,000

Implementation and Assessment Plan

30. Upon approval by the Board, the Administration will secure a location, post positions, identify students, and plan for the opening of the TIE Center for the 2011-12 school year.

31. Formal and informal assessments are implemented throughout the school year. This school will comply with the performance standards set in the District's Strategic Plan.

32. All students with disabilities will have functional behavioral assessments and behavior-intervention plans within their IEPs that will result in an improvement in behavior, as reflected in a reduction in behavioral incidents, suspensions, and other disciplinary actions.

Committee's Recommendation

Your Committee recommends that the Board approve the creation of the Transition Intervention Experience Center for the 2011-12 school year.

Director Falk in the Chair.

Director Bonds moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President pro Tem Falk—9.

Noes—None.

President Bonds resumed the Chair.

* * * * *

(Item 2) Action on a Request To Approve a Non-Instrumentality Charter School Contract for the Milwaukee College Prep — Lindsay Heights Campus

Background

1. On March 16, 2011, Milwaukee College Prep submitted a petition for its Lindsay Heights campus to become an MPS non-instrumentality charter school, to serve 660 students in the first year and ramping up to a maximum of 762 students in subsequent years. The school will serve students in grades kindergarten through eighth grade, beginning with the 2011-12 school year.

2. On March 28, 2011, members of the Charter School Review Panel met to review the charter school petition.

3. On March 29, 2011, the Milwaukee Board of School Directors' Committee on Innovation/School Reform held a public hearing to consider the petition. Milwaukee College Prep staff and parents expressed their enthusiasm and support for the establishment of the charter school.

4. On March 31, 2011, at its regular March meeting, the Board approved the concept of Milwaukee College Prep's petition and authorized the Office of Contracted School Services, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Milwaukee College Prep in anticipation of the establishment of an MPS non-instrumentality charter school.

Administration's Analysis

5. The Administration is recommending the Board-approved model non-instrumentality contract, with the following modifications in terms:

a. Robert Rauh, or his successor, will be the leader of the school.

b. Milwaukee College Prep will be located at 1228 West Lloyd Street, Milwaukee, WI, 53205 (pending the Board's approval).

c. The contract term will be for five years, beginning with the 2011-12 school year and ending with the last regularly scheduled school day of the 2015-16 school year.

d. The total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count, for up to 762 pupils in grades K-8.

e. Language has been added or modified to:

(1) clarify the manner in which a school leader will be selected;

(2) indicate date the yearly calendar will be submitted;

(3) clarify the standard for negotiation of contract amendments to Appendix A;

(4) clarify the assessment-reporting expectations to ensure compliance with DPI standards;

(5) clarify the manner in which the charter school will provide notice to MPS whenever the membership of the governing body of the charter school changes;

(6) clarify the timeline extension for submitting the annual operating budget;

(7) clarify charter school's autonomy over school budget;

(8) Clarify the manner in which the charter school will submit a narrative planning to address potential deficits;

(9) Clarify manner in which the charter school will report to MPS Office of Board Governance any pending or threatening litigations by its agents, board members, officers, employees, volunteers, contractors, or sub-contractors;

(10) give the charter school the opportunity to cure any contract violations before payments are withheld by the district;

(11) clarify the terms by which the charter school's contract may be terminated;

(12) clarify the manner in which the charter school may be eligible for additional per-pupil allocations;

(13) identify the manner in which the charter school shall participate in staff development opportunities pertaining to IDEA, ADA, Section 504, NCLB, and AHERA; and

(14) clarify the manner in which the administrative fee will be determined.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%.

Statute, Administrative Policy or Board Rules Statement

7. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

8. This item does not authorize expenditures for FY11. The FY12 budget includes funding for 660 seats for Milwaukee College Prep.

Implementation and Assessment Plan

9. The charter contract will become effective on July 1, 2011, contingent upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with Milwaukee College Prep, to establish Milwaukee College Prep as a non-instrumentality charter school, to begin with the 2011-12 school year, and to end on the last regularly scheduled school day of the 2015-16 school year.

Vice President Blewett in the Chair.

Director Bonds moved to approve the attached contract, adding 1) allocation for extended hours not to exceed $360,000 in the first year; 2) renegotiate this cap each year thereafter to reflect the actual student enrollment; and 3) no other additional per pupil allocations.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and Vice President Blewett—9.

Noes—None.

President Bonds resumed the Chair.

* * * * *

(Item 3) Action on a Lease Agreement with M.C. Preparatory School of Wisconsin, Inc., for the Lloyd Street School Building for Use by Milwaukee College Prep — Lindsay Heights Campus

Background

1. M.C. Preparatory School of Wisconsin, Inc., will enter into a contract to operate Milwaukee College Preparatory School — Lindsay Heights (MCP-LH) as an MPS non-instrumentality charter school serving students in K4 through eighth grade. MCP-LH, whose mission is to provide a college-preparatory curriculum, will set high expectations for its students. MCP-LH plans to contract for 660 full-time-equivalent (FTE) pupils for the 2011-12 school year, ramping up to an enrollment of up to 762 FTEs over the next five years.

2. The Administration is interested in increasing student enrollment and expanding the number of high-performing programs within the district.

3. The former Lloyd Street School, at 1228 West Lloyd Street, is available for lease.

Administration's Analysis

4. This item requests authorization for the Administration to enter into a five-year lease agreement with M.C. Preparatory School of Wisconsin, Inc., to lease space at the Lloyd Street School building for MCP-LH. The proposed lease between MPS and M.C. Preparatory School of Wisconsin, Inc., will assist in facilitating the growth, stability, expansion, and longevity of MCP-LH's program. MCP-LH's students are to be included in MPS's enrollment counts.

5. The proposed lease calls for M.C. Preparatory School of Wisconsin, Inc., to assume responsibility for all operating and capital costs of the building in exchange for $1 per year in rent. The lease term is five years. M.C. Preparatory School of Wisconsin, Inc., also has requested an option to purchase the building at any time during the five-year term of the lease. This option will be presented for approval to the Board through its Committee on Accountability, Finance, and Personnel at that Committee's first meeting following the meeting of the Board's Committee on Innovation/School Reform at which the Administration will be bringing forward MCP-LH's charter contract for approval. Both the lease terms and the option to purchase are contingent upon MCP-LH's status as an MPS-authorized non-instrumentality charter.

6. A copy of the proposed lease agreement is attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the District's *Working Together, Achieving More* Strategic Plan.

Goal 6: The District is accountable for measurable results.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Board Governance Policy 4.08, Lease Agreements; and Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

9. This item does not authorize expenditures. Utilities and all other operating and capital costs will be assumed by MCP-LH.

Implementation and Assessment Plan

10. Upon approval by the Board, the lease agreement will be executed.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a five-year lease agreement, as attached to the minutes of your Committee's meeting, with Milwaukee College Prep-Lindsay Heights for the use of Lloyd Street School, contingent upon the Board's approval of the related non-instrumentality charter school contract. Anticipated total lease payments for the term of July 1, 2011, through June 30, 2016, will total $5.

Adopted with the roll call vote on the balance of the Committee reports.

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(Item 4) Update and Possible Action on Proposed Changes to District Report Cards To Support Instructional Reform

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. As has been previously reported to the Milwaukee Board of School Directors, the Administration has been addressing persistently low student achievement across the district in a systematic manner, advocating for consistency and coherence in curriculum, instruction, and assessment practices. District practice under decentralization permitted each school to use its own curricula as well as its own method of reporting to parents, resulting in dozens of different report cards. Few of these report cards reflect best practice, and, since each school has its own report card, different expectations for grade-level work are communicated across the district.

2. Given the focus on alignment of standards, curriculum, and instruction, and consistent with best practices in student assessment and reporting, the Administration is planning a move to standards-based student-performance reporting. This change will mean that report cards for all students across the district will be modified to provide more specific information on students' knowledge and skills on a common set of expectations. With a common report card across all schools in the district, all students — including those

with disabilities — will be graded on a common set of standards across the district, reinforcing alignment to the Common Core State Standards and creating equity of opportunity for all students.

3. One of the major differences in standards-based reporting is the replacement of traditional grades in subjects with performance levels on standards. This means that, instead of teachers giving a single grade (e.g., A–F) in a subject such as mathematics, they will be using classroom assessments to determine students' skills on more specific topics such as geometry, statistics and probability, or fractions. Student performance will be reported as "minimal," "basic," "proficient," or "advanced" in each of the areas taught and assessed that marking period. This provides much more detail for parents about their children's skills, helps them focus their efforts to assist their children, and reinforces common expectations for instruction across the district.

4. A committee of educators started to work in 2008-09 on a district-wide common standards-based report card at each grade level. One school, Westside Academy, piloted that report card in the 2009-10 school year. Feedback from the staff at Westside and input from the district curriculum specialists brought about adjustments that were put into use with eight schools using the new report card this school year. Parents surveyed in the pilot schools reported high satisfaction with the new report card format, with 85% noting that it is easy to understand and 84% noting that it provides more specific information than have previous report cards. Work continues this year to further improve this report card for use by all schools in 2011-12.

5. The District was recently notified that its student information system, eSIS, will no longer be supported by the vendor, necessitating a change in this transactional system, to be effective with the 2012-13 school year. eSIS is the system wherein nearly all student data are recorded, including report cards, enrollment, attendance, and discipline. Work teams have been established to explore alternatives to eSIS, and at the same time, district staff is also exploring technological options to organize curriculum and other related instructional resources for classroom teachers. An increasing number of newer student-information systems are better designed to support both traditional functions such as enrollment, attendance, and course/grade histories and curriculum planning aligned to the Common Core.

6. Implementing a standards-based report card in eSIS for the 2011-12 school year will ease the transition to the report card in the new student-information system and will help advance the vision of consistency and coherence to instructional programs district-wide. Plans for educators' professional development are underway, both on the Common Core State Standards and on standards-based grading practices. Additional resources for classroom teachers include common pacing guides and common instructional resources. Plans are also being developed to orient parents to the new reporting format.

7. The new report card will be used with all students in grades K3–5, with many schools using the new report card through grade 8. Since reporting by standards requires more time to adequately assess students' skills, schools will switch to reporting on trimesters instead of every nine weeks. Only standards assessed in a given mark period will have a performance level at the trimester. At the end of the year, students will receive a "final grade" in the form of a final performance level for all standards in that subject area.

8. The Administration is aware that there are a number of administrative policies addressing the interrelated topics of grading, assessment, parent reporting, and promotion and graduation. Most are outdated, and various components in them are not implemented in schools as currently written. A number of changes to these policies are anticipated in order to ensure consistency with the instructional reform agenda. In the next six months, the Administration expects to bring forward proposed changes to various policies related to these issues, including the following:

a. Grading Systems (Administrative Policy and Procedures 7.33)

b. Final Examinations (Administrative Policy and Procedures 7.34)

c. Student Progress Reports to Parents (Administrative Policy 7.35)

d. Promotions and Retentions (Administrative Policy 7.36)

e. Graduation and Promotion Requirements and Learning Targets by Grade Level (Administrative Policy 7.37)

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(Item 5) Quarterly Report and Possible Action on the District Corrective Action Plan and School Improvement Grant (SIG) Planning

Your Committee reports having received the following informational report from the Administration.

Administration's Report

The following District Identified for Improvement (DIFI) Quarterly Report provides an update on progress toward meeting the Corrective Action Requirements for Milwaukee Public Schools as a District Identified for Improvement, Level 5.

1. Corrective Action Requirements

   a. The Department of Public Instruction (DPI) presented the Corrective Action Requirements (CAR) to MPS on August 23, 2010 (see attachment to the minutes of your Committee's meeting). Corrective-action requirements result from MPS's identification as a District in Need of Improvement, Level 5. The three overriding goals of the CAR are to:

      (1) ensure highly qualified teachers and leaders in every school;

      (2) improve student performance; and

      (3) ensure accountability at the district, school, and student levels.

   b. The six sections of the CAR are:

      (1) Ensuring Highly Qualified Teachers in Every Classroom;

      (2) Ensuring the Equitable Distribution of Teachers and Principals;

      (3) Ensuring High-Quality Mentoring and Supports for All Educators;

      (4) Implementing a Successful Response to Intervention System;

      (5) Implementing a Successful Positive Behavior Interventions and Supports System; and

      (6) Ensuring Accountability at the District, School, and Student Levels.

   c. DPI requires evidence quarterly.

   d. All evidence for quarter three was submitted to DPI on March 31, 2011.

   e. MPS administration is currently meeting with staff from the DPI regarding corrective action requirements for the 2011-12 school year.

2. School Improvement Grant (SIG) Update — Cohort II Schools

   a. The DPI has identified 11 MPS schools as Cohort II, Tier I and Tier II persistently low-performing schools:

      - ALAS Advanced Language and Academic Studies
      - Alliance High School
      - Community High School
      - Hamilton High School
      - Montessori IB High School

- Northwest Secondary
- Pulaski High School
- Washington High School
- Washington High School of Information Technology
- Wings Academy
- Wisconsin Career Academy

a. One of four models must be applied to each of the Tier I and Tier II schools for which the District is requesting SIG funds (refer to attachment):

(1) Turnaround Model. The LEA (Lead Educational Agency, i.e., MPS) must:

(a) replace the principal (the federal government will allow continuation of a principal only if the principal was hired no more than two years prior to institution of the grant-proposed reform);

(b) excess all instructional staff;

(c) rehire no more than 50% of the school's staff; and

(d) grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

(2) Restart Model. The LEA converts a school or closes and reopens it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) selected through a rigorous review process. A restart school will be required to admit, within the grades it serves, any former student who wishes to attend the school.

(3) Transformation Model. The LEA implements each of the following strategies:

(a) replace the principal (the federal government will allow continuation of a principal only if the principal was hired no more than two years prior to institution of the grant-proposed reform) and take steps to increase teacher and school leader effectiveness;

(b) institute comprehensive instructional reform strategies;

(c) increase learning time and create community-oriented schools; and

(d) provide operational flexibility and sustained support.

(4) School Closure Model. The LEA closes a school and enrolls the students who attended the school in other, higher-achieving schools in the LEA within reasonable proximity to the closed school. These may include new schools as well as charter schools.

b. The LEA also has the option of not servicing Tier I and Tier II schools with SIG funds aligned to a model. Because the schools exhibit significant achievement concerns, these schools are on a probationary watch and will be monitored carefully for increased student outcomes in literacy and mathematics.

c. The Superintendent reviewed the data and school input to arrive at the following decisions regarding the federal SIG model to be applied at our schools:

(1) Turnaround Model. ALAS, Northwest Secondary School, Pulaski High School, and Washington High School of Information Technology will implement the Turnaround Model.

(2) Restart Model. No Cohort II school will implement the Restart Model.

(3) Transformation Model. Hamilton High School and Montessori High School will implement the Transformation Model.

(4) School Closure Model. Washington High School is recommended for closure. The other high school in the building, Washington High School of Information Technology, will receive an investment in federal funds that will allow the District to reprogram and reform the school in an effort to provide a new, single school with a quality educational environment at the Washington campus.

(5) No Service/Probation. The Alliance School, Community High School, Wings Academy, and Wisconsin Career Academy will not be serviced through SIG funds. These schools will receive increased support from the Regional teams.

d. The Administration sent letters to parents at Tier I and Tier II schools, explaining the models and options for their children's schools. Parents are being encouraged to attend informational sessions at the schools.

e Instructional staff at schools using the Turnaround Model received excess notices and will have the opportunity to interview for positions in the new schools. The Turnaround Model allows up to 50% of instructional staff from the current school to be placed in the new Turnaround school. An informational fair regarding the specific programs at all of the Turnaround Model schools will be offered for staff on April 13, 2011.

f. Completed proposals for each of the Cohort II schools are due to the DPI by May 2, 2011.

3. School Improvement Grant Update — Cohort I Schools

a. Planning is underway for the opening of two Restart Model schools — School of Careers and Technical Education and a comprehensive high school at the North Division Campus – in the Fall of 2011.

b. Cohort I Tier I and Tier II school leaders have provided presentations to DPI regarding mid-year progress and implementation at each school.

c. School Improvement Grant proposals for Cohort I schools are due to the DPI by May 27, 2011. Teams are working to revise plans to build on and enhance student outcomes. An analysis of vendor supports and related outcomes is underway in order to fine-tune supports to the schools.

Director Falk moved that:

1. The administration will present specific short and long term reorganization plans of Washington and Pulaski high schools at a special school board meeting no later than end of April 2011. These reorganization plans are to include the academic focus, curricular programs and methodology for improving student achievement, as well as the reorganizational processes and models to be implemented.

2. Regardless of which model is utilized for ALAS, this school will have an equal or greater percentage of its teachers being bilingual as compared to its present percentage. The administration will assign a principal to ALAS. The position of a bilingual reading teacher will be filled.

3. By the May 2011 board cycle, the administration will submit a plan to close or phase out Northwest Secondary as a 6-12 school.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to place the item on file.

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Bonds, Petersons, Spence, Thompson, Voeltner, Woodward and Vice President Blewett—7.

Noes—Director Falk—1.

Voting "present"—Director Miller—1.

President Bonds resumed the Chair.

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COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under $25,000; Report on Aggregate Contracts over $50,000; Quarterly Report on Contracts between $25,000 and $50,000; and Acceptance of Donations

Award of Contracts

Listed below are contract recommendations for April 2011. Adequate funding is available in the accounts as noted.

Construction Contracts

ROOF REPLACEMENT

Clarke Street School

Prime Contractor
F.J.A. Christiansen Roofing Co., Inc.
2101 W. Purdue Street
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$317,000.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 120
Total # of Minorities 44
Total # of Women 7
Required 25%
Submitted 25%
$ Value $79,250.00

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Clarke Street School's roof-replacement project from FY11 Major Maintenance Construction Funds, contracted services for heating and ventilation, account code FAR00MM2CK ECNCROF1 (Project No. 1923, Work Order No. 059129). Project, which is to begin on May 2, 2011, is scheduled for completion on August 5, 2011.

EMERGENCY GENERATOR REPLACEMENT

Juneau High School Complex

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Road
Butler, WI 53007

Low Bidder, Base Bid of $142,817.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 25
Total # of Minorities 2
Total # of Women 2
Required 20%
Submitted 20.3%
$ Value 29,000.00

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Juneau High School Campus's emergency generator replacement project from FY11 Major Maintenance Construction funds, contracted services for electrical, account code FAR00MM2JU ECNCELC1 (Project No. 1625, Work Order No. 039966). Project is to begin on May 2, 2011, and is scheduled for completion on August 30, 2011.

PARKING LOT RECONSTRUCTION

Allen-Field School

Prime Contractor
J. H. Hassinger, Inc.
N60 W16289 Kohler Lane
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$119,703.00

Prime Contractor Info

HUB
Certified..... N0
Total # of Employees..... 30
Total # of Minorities..... 3
Total # of Women..... 2
Required.....25%
Submitted.....31.9%
$ Value..... 438,120.00

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Allen-Field School's parking lot reconstruction project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSAF ECNCGND0 (Project No. 1571, Work Order No. 060224). Project is to begin on May 2, 2011, and is scheduled for completion on August 26, 2011.

Rufus King International High School

Prime Contractor
Black Diamond Group, Inc.
6925 S. 6th Street, Ste. #100
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$245,600.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 55
Total # of Minorities..... 10
Total # of Women..... 4
Required.....25%
Submitted.....31.6%
$ Value..... $77,600.00

COIN
Required %.....30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Rufus King International High School's parking lot reconstruction project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSRK ECNCGND0 (Project No. 1551, Work Order No. 060172). Project is to begin on May 2, 2011, and is scheduled for completion on July 22, 2011.

Thoreau School

Prime Contractor
Poblocki Paving Corp.
525 S. 116th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$161,900.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 131
Total # of Minorities..... 43
Total # of Women..... 10
Required.....25%
Submitted.....25.8%
$ Value..... $41,600.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Thoreau School's parking lot reconstruction project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSTU ECNCGND0 (Project No. 1565, Work Order No. 060199). Project is to begin on April 29, 2011, and is scheduled for completion on August 26, 2011.

South Division High School

Prime Contractor
Poblocki Paving Corp.
525 S. 116th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$189,892.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 131
Total # of Minorities..... 43
Total # of Women..... 10
Required.....25%
Submitted.....27.9%
$ Value..... $53,100.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the South Division High School's parking lot reconstruction project from FY10 Major Maintenance Construction funds, contracted services for grounds, account code FAR00MMSSD ECNCGND0 (Project No. 1554, Work Order No. 060183). Project is to begin on April 29, 2011, and is scheduled for completion on August 26, 2011.

EXTERIOR DOOR REPLACEMENT

James Madison Academic Campus

Prime Contractor
B & D Contractors, Inc.
17020 W. Rogers Drive
New Berlin, WI 53151

Low Bidder, Base Bid of $56,500.00, plus $28,500.00 for Mandatory Alternate Bid #1, to provide all work associated with Exit #7, for a total cost of.....$85,000.00

Prime Contractor Info

HUB
Certified..... Yes
Total # of Employees..... 15
Total # of Minorities..... 4
Total # of Women..... 3
Required..... 0%
Submitted..... N/A
$ Value..... N/A

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the James Madison Academic Campus's exterior door replacement project from FY11 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MM2MA ECNCWND1 (Project No. 1749, Work Order No. 041695). Project is to begin on May 2, 2011, and is scheduled for completion on August 30, 2011.

Hartford Avenue University School

Prime Contractor
B & D Contractors, Inc.
17020 W. Rogers Drive
New Berlin, WI 53151

Low Bidder, Base Bid of.....$98,000.00

Prime Contractor Info

HUB
Certified..... Yes
Total # of Employees..... 15
Total # of Minorities..... 4
Total # of Women..... 3

Required.....0%
Submitted..... N/A
$ Value..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Rufus Hartford Avenue University School's exterior door replacement project from FY10 Major Maintenance Construction funds, contracted services for masonry, account code FAR00MMSHF ECNCWND0 (Project No. 1595, Work Order No. 066404). Project is to begin on May 2, 2011, and is scheduled for completion on October 28, 2011.

Juneau High School Complex

Prime Contractor
J. F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$103,833.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees..... 38
Total # of Minorities..... 7
Total # of Women..... 5
Required.....0%
Submitted..... N/A
$ Value..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Juneau High School Complex's exterior door replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSJU ECNCWND0 (Project No. 1545, Work Order No. 043399). Project is to begin on May 2, 2011, and is scheduled for completion on October 31, 2011.

Fernwood Montessori School

Prime Contractor
B & D Contractors, Inc.
17020 W. Rogers Drive
New Berlin, WI 53151

Low Bidder, Base Bid of.....$128,800.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 15
Total # of Minorities 4
Total # of Women 3
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Fernwood Montessori School's exterior door replacement project from FY11 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSFW ECNCWND0 (Project No. 1593, Work Order No. 066387). Project is to begin on May 2, 2011, and is scheduled for completion on October 28, 2011.

EXTERIOR WINDOW REPLACEMENT

Hartford Avenue University School

Prime Contractor
Simmons Building Products
12100 W. Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base Bid of $574,289.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 5
Total # of Minorities 0
Total # of Women 2
Required 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Hartford Avenue University School's exterior window replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSHF ECNCWND0 (Project No. 1594 Work Order No. 066394). Project is to begin on May 2, 2011, and is scheduled for completion on October 28, 2011.

Fernwood Montessori School

Prime Contractor
Jensen Window Corporation
7641 W. 100th Place
Bridgeview, IL 60455

Low Bidder, Base Bid of.....$492,203.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 8
Total # of Minorities..... 1
Total # of Women..... 1
Required.....0%
Submitted..... N/A
$ Value..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Fernwood Montessori School exterior window project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSFW ECNCWND0 (Project No. 1592, Work Order No. 066383). Project is to begin on May 2, 2011, and is scheduled for completion on October 28, 2011.

Juneau High School Complex

Prime Contractor
JCP Construction, LLC
2821 N. 4th Street, Ste. #148
Milwaukee, WI 53212

Low Bidder, Base Bid of.....$1,518,000.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees..... 8
Total # of Minorities..... 5
Total # of Women..... 0
Required.....0%
Submitted..... N/A
$ Value..... N/A

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours)..... 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Juneau High School Complex's exterior window replacement project from FY10 Major Maintenance Construction funds, contracted services for windows and doors, account code FAR00MMSJU ECNCWND0 (Project No. 1547, Work Order No. 068381). Project is to begin on May 2, 2011, and is scheduled for completion on October 31, 2011.

MASONRY CHIMNEY RESTORATION

Rufus King International High School

Prime Contractor
Gerard Chimney Company
4607 Beck Avenue
St. Louis, MO 63116

Low Bidder, Base Bid of.....$56,000.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....28
Total # of Minorities.....1
Total # of Women.....4
Required.....10%
Submitted.....12.5%
$ Value.....7,001.04

COIN
Required %.....25%

Student Engagement
Paid Employment (Required Hours).....400
Educational Experience (Required Hours).....10

Funds are budgeted for the Rufus King International High School's masonry chimney restoration project from FY11 Major Maintenance Construction funds, contracted services for masonry, account code FAR00MM2RK ECNCMSN1 (Project No. 1633, Work Order No. 040181). Project is to begin on May 2, 2011, and is scheduled for completion on July 28, 2011.

POOL PIPING REPLACEMENT

Morse/Marshall Complex

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$197,700.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....81
Total # of Minorities.....8
Total # of Women.....5
Required.....10%
Submitted.....50%
$ Value.....$98,850.00

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Morse/Marshall Complex's pool piping project from FY11 Major Maintenance Construction funds, contracted services for plumbing, account code FAR00MM2MR ECNCPLB1 (Project No. 1682, Work Order No. 040443). Project is to begin on June 1, 2011, and is scheduled for completion on August 19, 2011.

BOILER/FURNACE REPLACEMENT

Cooper School

Prime Contractor
Butters-Fetting Co., Inc.
1669 S. 1st Street
Milwaukee, WI 53204

Low Bidder, Base Bid of $349,500.00

Prime Contractor Info

HUB
Certified ..... No
Total # of Employees 16
Total # of Minorities 11
Total # of Women 12
Required 25%
Submitted 28.9%
$ Value $101,000.00

COIN
Required % 25%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Cooper School's boiler/furnace replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2CP ECNCHVA1 (Project No. 1704, Work Order No. 040585). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

COIL/UNI-VENT REPLACEMENT

Juneau High School Complex

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of $986,000.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 63
Total # of Minorities 10
Total # of Women 5
Required 30%
Submitted 30.4%
$ Value $300,000.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Juneau High School Complex's coil/uni-vent replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMSJU ECNCHVA0 (Project No. 1329, Work Order No. 012031). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

Hampton School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of $597,000.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 63
Total # of Minorities 10
Total # of Women 5
Required 30%
Submitted 30.2%
$ Value $180,000.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours) 400
Educational Experience (Required Hours) 10

Funds are budgeted for the Hampton School's coil/uni-vent replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMSHP ECNCHVA0 (Project No. 1187, Work Order No. 005616). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

Milwaukee School of Languages

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$966,000.00

Prime Contractor Info

HUB

Certified.....Yes
Total # of Employees.....63
Total # of Minorities.....10
Total # of Women.....5
Required.....35%
Submitted.....35.1%
$ Value.....$339,000.00

COIN

Required %.....25%

Student Engagement

Paid Employment (Required Hours).....400
Educational Experience (Required Hours).....10

Funds are budgeted for the Milwaukee School of Languages's coil/uni-vent replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2ML ECNCHVA1 (Project No. 1197, Work Order No. 005561). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

Grantosa Drive School

Prime Contractor
Butters-Fetting Co., Inc.
1669 S. 1st Street
Milwaukee, WI 53204

Low Bidder, Base Bid of.....$560,000.00

Prime Contractor Info

HUB

Certified.....No
Total # of Employees.....160
Total # of Minorities.....11
Total # of Women.....12
Required.....25%
Submitted.....26.8%
$ Value.....$150,000.00

COIN

Required %.....25%

Student Engagement

Paid Employment (Required Hours).....400
Educational Experience (Required Hours).....10

Funds are budgeted for the Grantosa Drive School's coil/uni-vent replacement project from FY11 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MM2GT ECNCHVA1 (Project No. 1713, Work Order No. 040798). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

HEATING/CHILLER PLANT, ENERGY-MANAGEMENT SYTSTEM & EMERGENCY GENERATOR REPLACEMENT

Gwen T. Jackson ECC & Elementary School

Prime Contractor
Brenner Corporation
2344 S. Burrell Street
Milwaukee, WI 53207

Lowest Responsive Bidder, Base Bid of $451,000.00

Prime Contractor Info

HUB
Certified.....Yes
Total # of Employees.....17
Total # of Minorities.....1
Total # of Women.....2
Required.....25%
Submitted.....44.3%
$ Value.....$200,000.00

COIN
Required % 30%

Student Engagement
Paid Employment (Required Hours).....400
Educational Experience (Required Hours) 10

Funds are budgeted for the Gwen T. Jackson ECC & Elementary School's heating/chiller plant, energy management system & emergency generator replacement project from FY10 Major Maintenance Construction funds, contracted services for heating and ventilation, account code FAR00MMS21 ECNCHVA0 (Project No. 1163, Work Order No. 005377). Project is to begin on May 2, 2011, and is scheduled for completion on September 26, 2011.

Summary

Total construction contract dollars awarded.....$8,340,237.00
Total dollars HUB participation.....$8,311,737.00
% of HUB participation.....20.39%
% Minority employees within company.....25.72%
% Women employees within company.....12.34%

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5616 Authorization to Purchase a Tray-Wrapping System from Bosch Packaging Technology, Inc.

The Administration requests authorization to purchase a horizontal tray-wrapping system for use in the school lunch program for all MPS schools from Bosch Packaging Technology, Inc., the low complying bidder.

This will be a purchase with an estimated dollar value of $135,330.

Budget Code: LNC- 0– 0–LNH–XX-EEQ5000 ..... $135,330
HUB % set 0%
Total HUB $..... $0

B-5610 Authorization to Contract with Sysco Eastern Wisconsin for Disposable Foil Containers (Re-bid)

The Administration requests authorization to enter into a contract with Sysco Eastern Wisconsin, the low complying bidder, to provide disposable aluminum foil containers as needed by centralized pre-pack food-production site(s).

This will be a blanket contract for three years, with an estimated dollar value of $101,403 for one year. The Administration will bring any expenditures to be made in years two and three back to the Board for approval.

Budget: LNC-0-0-LNH-FR-ESUP..... $101,403
HUB % set 0%
HUB % proposed 0%
Total HUB $..... 0

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of February 28, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 8,002,806	$ 524,317,369	$ 447,213,493	54%
Categorically Aided	278,518,084	60,930,421	339,448,505	25,398,624	128,369,110	211,079,395	38%
School Nutrition	41,100,000	801,790	41,901,790	7,581,835	21,562,675	20,339,115	51%
Construction	31,754,342	•65,076,477	96,830,819	31,493	15,147,647	81,683,172	16%
Extension	16,263,424	2,506,324	18,769,748	401,956	14,665,979	4,103,769	78%
Total All Funds	$ 1,324,973,871	$ 143,507,853	$ 1,468,481,724	$ 41,416,714	$ 704,062,780	$ 764,418,944	48%

Below is a summary of expenditures as of February 28, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 957,338,021	$ 14,192,841	$ 971,530,862	$ 77,735,801	$ 620,380,428	$ 351,150,434	64%
Categorically Aided	278,518,084	60,930,421	339,448,505	24,076,493	191,054,461	148,394,044	56%
School Nutrition	41,100,000	801,790	41,901,790	3,494,289	24,579,587	17,322,203	59%
Construction	31,754,342	65,076,477	96,830,819	1,586,032	96,830,819	0	100%
Extension	16,263,424	2,506,324	18,769,748	615,181	8,437,660	10,332,088	45%
Total All Funds	$ 1,324,973,871	$ 143,507,853	$ 1,468,481,724	$ 107,507,796	$ 941,282,955	$ 527,198,769	64%

[1]Represents Board-approved transfers during Fiscal Year 2011 and appropriations for purchases encumbered in Fiscal Year 2010.

Respectfully Submitted

Gerald Pace
Chief Financial Officer

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2010, through February 28, 2011.

School Operations Fund

Expenditures, encumbrances, and commitments through February totaled $620,380,428, or 64% of the revised budget.

District Contingent Fund

The balance at February 28, 2011, was $375,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2010	$ 375,000
Approved Transfers:	
None	0
Balance — February 28, 2011	$ 375,000

Construction Fund

Expenditures, encumbrances, and commitments through February totaled $96,830,819, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through February totaled $8,437,660, or 45% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average
As of February 28, 2011

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	54%	53%	64%	61%
Categorically Aided	38%	43%	57%	61%
School Nutrition	51%	48%	59%	60%
Construction	16%	33%	100%	100%
Extension	78%	76%	45%	57%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under $25,000

In accordance with action taken by the Board at its meeting on September 22, 2009, attached to the minutes of your Committee's meeting is the monthly report on contracts awarded with a value under $25,000. This is an informational report, and no action is required.

Report on Aggregate Contracts over $50,000

This report on vendors with cumulative contract amounts over $50,000 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Quarterly Report of Contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the following quarterly reports of contracts between $25,000 and $50,000. This report includes information for January, February, and March 2011.

Date	School	Project	Contractor	HUB Participation	Amount
01/11/11	Riverside University High School	Audio/Video Surveillance	Renaissance Communications Systems, Inc.	0%	$31,060.00
03/15/11	Franklin School	Energy Management System (EMS) Replacement	HVA Products, Inc.	0%	$36,900.00
03/17/11	South Division High School	Elevator Modifications	Braun Thyssenkrupp Elevator	0%	$49,900.00
03/22/11	Eleventh Street Facilities & Maint. Services	Elevator Modifications	Otis Elevator Co.	0%	$35,314.00
03/30/11	Juneau High School Complex	Asbestos Abatement	KPH Environmental Corp.	0%	$27,195.00
				Total	$180,369.00

Acceptance of Donations

School	Donor	Amount	Gift of Purpose
Burbank School	Waukesha Olde Car Club	$1,018	PBIS
Clarke St. School	National Action Council for Minorities in Engineering, Inc.	$1,000.00	Minority students studying math and science
Congress School	Wells Fargo Educational Matching Program	$39.60	Use as needed
Greenfield School	Pizzeria Piccola	$377.47	Student council
Hamilton High School	Educators Credit Union	$612.00	AP polo shirts
Milwaukee School of Languages	Built Rite Furniture	$850.00	Leather couch for students in Special Education self-contained unit
Milwaukee Sign Language School	Lisa Gerdiner, teacher	$30.00	PBIS
MPS Science Education Department	Milwaukee School of Engineering	$150.00	250 MSOE pens
MPS Science Education Department	The friends of Boerner Botanical Gardens	$30.00	Three children's gardening books
Morgandale School	JJ's Candies LLC	$925.00	Education funds/materials
Morse · Marshall	Hergert Foundation LTD	$10,000.00	Camp Side By Side (special needs camp)
Morse · Marshall	Fraternal Order of Police Lodge #1 Lawful Gambling Account	$500.00	Camp Side By Side
Riley	Wisconsin Milk Marketing Board	$300.00	Riley's Food Manager
Riverside University High School	Western Lake Michigan CPOA Charter	$800.00	Annual tour of historically black colleges and universities
Riverside University High School	Thousand Hills Christian Stewardship Fund	$1000.00	Spring baseball trip to Cooperstown
Riverside University High School	Childcare Solution Learning Center	$120.00	Spring baseball trip to Cooperstown
Riverside University High School	Mary C. Fowlkes	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	William B. Gee	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	William V. Burke	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	Bruce and Elizabeth Blunt	$50.00	Spring baseball trip to Cooperstown
Riverside University High School	Astor Hotel Man's Bible Study	$100.00	Spring baseball trip to Cooperstown
Riverside University High School	Billy R. Handy, Jr.	$100.00	Annual tour of historically black colleges and universities

School	Donor	Amount	Gift of Purpose
Riverside University High School	William Gore	$100.00	Choir fieldtrip bus
Riverside University High School	James D. Lovering	$25.00	Spring baseball trip to Cooperstown
Riverside University High School	Terry and Kathleen Teach	$50.00	Spring baseball trip to Cooperstown
Riverside University High School	Jerome and Barbara Schulz	$150.00	Spring baseball trip to Cooperstown
Riverside University High School	Katherine Steinke	$30.00	Spring baseball trip to Cooperstown
Riverside University High School	Patrick T. Horne, CLU, ChFC	$200.00	Spring baseball trip to Cooperstown
School to Work Transition Program	Bon Ton (Boston Store)	$248.60	Student aid program
Vieau School	Susan Moncrieff	$500.00	Books for the school library
Vincent High School	Donorschoose.org	$380.00	Miscellaneous baseball equipment
Whittier Elementary School	Wells Fargo	$300.00	Classroom supplies
Zablocki Elementary School	Hawks Quindel S.C.	$350.00	Three-ring binders, in and out trays

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Certificated Appointments; Action on Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
2	Terry Goins School Safety	School Safety Assistant $21,344.26/yr.	04-04-11
2	Racquel Gross School Safety	School Safety Assistant $21,344.26/yr.	04-04-11
5	Sheryl Meyer Family Services	Volunteer Coordinator $43,164.98/yr.	04-06-11

2	Donna Rouse School Safety	School Safety Assistant $21,344.26/yr.	04-04-11
4	Yesenia Valle-Gomez Doerfler	School Secretary I $24,731.70/yr.	03-14-11

Promotions

2	Evelyn Bivins Vieau	School Kitchen Manager III $30,264.06/yr.	03-26-11
5	James Blankenburg Facilities & Maintenance Svcs	Automotive Mechanic Foreman $53,095.33/yr.	03-21-11
5	Angela Chojnacki Longfellow	School Kitchen Manager III $30,224.67/yr.	03-31-11
5	Marian Gruszkowski Technology	Sr. Technology Support Analyst $50,114.79/yr.	03-21-11
5	Sandra Gusewelle Montessori High	School Kitchen Manager I $20,150.71/yr.	03-29-11
4	Janie Mesa Technology	Sr. Technology Support Analyst $51,637.30/yr.	03-21-11
5	Linda Minor Technology	Sr. Technology Support Analyst $56,962.54/yr.	03-21-11
5	Donna Nehmer Recreation	Groundskeeper $41,280.99/yr.	03-21-11
2	Billy S. Williams School Business Services	Truck Driver (Light) $49,159.74/yr.	02-21-11

Changes in Status

Michael Dahl[1] Recreation	Groundskeeper $49,267.28/yr.	03-21-11
Tangela Jordan[2] Recreation	School Secretary I $35,664.69/yr.	04-18-11
Helen Neal[3] School Safety	School Safety Assistant $21,344.26/yr.	04-04-11
Linda Ramos[4] Washington — Info & Tech.	School Secretary I $34,965.38/yr.	03-07-11
Martin Weber[5] Recreation	Groundskeeper $49,267.28/yr.	03-21-11

[1]Demotion from Laborer Chargeman
[2]From a 10-month to a 12-month position
[3]From a General Educational Assistant position
[4]Demotion from School Secretary III
[5]Demotion from Building Laborer

Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Dena A. Craddock Cross-Categorical Special Education	B	$35,729.00	0	04/01/11
5,r	Maggie D. McDaniel Cross-Categorical Special Education	B	$35,729.00	0	03/18/11
5,r	Richard L. Michi Cross-Categorical Special Education	B	$35,729.00	0	03/18/11
5,r	Victoria H. Morse Cross-Categorical Special Education	B	$35,729.00	0	03/18/11

5,r	Jessah D. Thomas	B	$35,729.00	0	03/21/11
	Cross-Categorical Special Education				

Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2011:		
Johnson-Finkley, Nicole	Garden Homes	March 1, 2011
Lammers, Darcie	Lincoln Avenue	May 11, 2011
Childrearing Leave, June 2012:		
Lammers, Darcie	Lincoln Avenue	August 2012
Illness Leave, June 2011:		
Barnard, Denis	Allen-Field	March 1, 2011
Bates, Kathleen	Thurston Woods	March 8, 2011
Clothier, Nancy	Siefert, Neeskara	March 16, 2011
Heid, Renee	Forest Home	April 27, 2011
Rondinelli, Cathy	Substitute	March 1, 2011
Personal Leave, June 2012		
LaFleur, Renee	MacDowell	August 2011

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Fred Aizen	Teacher	06/15/11
Elaine Allen	Teacher	06/15/11
Ricardo Anderson	Principal	02/10/11
Tuwania Anderson	Supervisor	06/30/11
Samantha Antoniewicz	Teacher	01/31/11
Kathleen Avery	Teacher	06/15/11
Betty Blue	Principal	03/14/11
Jennifer Boettcher	Teacher	06/15/11
Sallie Brown	Principal	06/30/11
Thomas Brown	Teacher	06/15/11
Helen Bugni	Principal	06/17/11
Andrea Butchart	Teacher	06/15/11
Myron Cain	Principal	06/27/11
Juan Cardona	Coordinator	06/30/11
Martha Carter	Teacher	06/15/11
David Caruso	Teacher	06/15/11
Judy Chin	Teacher	06/15/11
Richard Cohn	Principal	06/30/11
Joanne Colombo-Hughes	Audiologist	06/30/11
Daryl Coppins	Principal	03/31/11
Joan Crisostomo	Counselor	06/15/11
Virginia Cullen	Principal	06/17/11
Brian Daetz	Counselor	06/15/11
Carolyn Dorsey	Teacher	06/15/11

Jennie Dorsey	Director	06/30/11
Richard Desotelle	Asst. Prin.	03/10/11
Janis Drummy	Teacher	03/10/11
MaryLee Dye	Teacher	06/15/11
Andrew Engel	Specialist	06/30/11
Shivon Ferrell	Teacher	07/22/11
Gloria Garrett	Liaison	06/30/11
Shelia Gelhausen	Teacher	06/30/11
Ann Gordon	Teacher	06/15/11
Donna Gronert	Teacher	06/15/11
Glenn Grunewald	Teacher	06/15/11
Barbara Hart	Supervisor	06/21/11
Thyra Handford	Principal	06/30/11
Charlene Harteau	Specialist	06/21/11
Lizzie Hartwell	Asst. Prin.	06/30/11
Ella Hayes-Thomas	Principal	06/17/11
Kathleen Heyne	Teacher	06/21/11
Willie Hickman	Principal	06/17/11
Beverly Huff	Teacher	06/15/11
James Janicki	Supervisor	06/30/11
Daniela Jaramillo	Psychologist	06/24/11
Jacqueline Jensen	Teacher	06/15/11
Delores Jones	Teacher	06/15/11
Joyce Jones	Teacher	06/15/11
Ramelann Kalagian	Principal	06/17/11
Robin Kitzrow	Principal	06/30/11
Darlene Kulinski	Teacher	06/15/11
Elizabeth Lama	Teacher	06/15/11
Thomas Landre	Teacher	06/15/11
Norma Lathan	Teacher	06/15/11
Roseann Lococo	Asst. Prin.	06/15/11
Dennis Lypek	Teacher	06/15/11
Constance Manke	Teacher	06/15/11
Phyllis Matel	Teacher	06/15/11
Betty McCarrier	Teacher	06/21/11
Patricia McCarthy	Teacher	06/15/11
Cheyney McCree	Teacher	06/15/11
Kaye Mehre	Teacher	06/15/11
Susan Miller	Principal	06/24/11
Barbara Moran	Teacher	06/15/11
Cheryl Nelson	Teacher	06/15/11
Freya Neumann	Specialist	06/30/11
David Nevaranta	Principal	06/30/11
Erico Ortiz	Asst. Prin.	06/30/11
Marion Paden	Teacher	06/15/11
Ann Pedersen	Supervisor	06/30/11
Graciela Pequeno	Specialist	06/30/11
Jose Pequeno	Asst. Prin.	06/07/11
Hector Perez-Laboy	Principal	06/17/11
Diane Piorkowski	Teacher	06/15/11

Greta Plicka	Teacher	06/15/11
Scott Plunkett	Teacher	06/15/11
Verlee Portis	Supervisor	06/30/11
Wanda Richards-Miller	Supervisor	06/30/11
Ada Rivera	Principal	06/30/11
Susan Ruel	Teacher	06/15/11
Mary Roepke	Teacher	06/15/11
Matthew Romero	Teacher	06/01/11
Mary Ruzga	Specialist	06/30/11
Karen Scharrer-Erickson	Teacher	06/23/11
Kathryn Schulz	Teacher	06/21/11
Arlene Sershon	Analyst	06/30/11
James Sonnenberg	Principal	06/30/11
Jamie Taghikhani	Teacher	06/30/11
Darrell Terrell	Teacher	03/31/11
Karen Tharp-Nader	Teacher	06/15/11
Gregory Tolbert	Principal	06/30/11
Julio Vargas	Teacher	06/15/11
Isabel Velazquez	Teacher	06/15/11
Larry Vernor	Teacher	06/15/11
Eugene Vlies	Principal	06/30/11
Gerianne Volkert	Teacher	06/15/11
Kenneth Wald	Principal	06/30/11
Juliette Walker	Teacher	06/15/11
Jan-Marie Weiler	Teacher	06/15/11
Susan Weimer	Teacher	06/15/11
Kathy Wiegand	Supervisor	06/21/11
Roberta Wilson	Asst. Prin.	06/21/11
Kristina Wooten	Teacher	05/31/11
Patricia Yahle	Director	06/30/11

Revised from March 2011 Board Report

Andy Apple	Psychologist	06/21/11
Christine Boer	Teacher	06/15/11
Doris Kennedy	Principal	03/25/11
Cynthia Raven	Specialist	03/30/11

Classified Retirements

Name	Position	Effective Date
Lamar Kloss	School Engineer I	03-19-11
Renee St. Pierre	School Secretary III	03-31-11
Eileen Ilk	School Bookkeeper	03-31-11
Deborah Patti	School Kitchen Mgr. II	03-31-11
Gracie Hall	School Kitchen Mgr. II	03-01-11
Carol Gradinjan	Para Educational Asst.	03-10-11
Sharon Bosnjak	School Secretary III	03-01-11
Karen Lorbeske	School Kitchen Mgr. I	03-26-11
Nancy Rank	Food Service Asst.	03-31-11
Judith Bednarek	Food Service Asst.	03-31-11

Karen Carpenter	School Secretary I	03-31-11
Katherine Sartin	Benefits Asst.	03-31-11
Clara Orozco	Food Service Asst.	03-15-11
Angela Miller	School Kitchen Mgr. III	03-31-11
Eileen Galas	Human Resources Asst.	03-19-11
Bonnie Williams	School Kitchen Mgr. III	03-31-11
Thomas Tillman	School Engineer II	03-31-11
Annie Flegel	Food Service Asst.	03-31-11
John Donahue	Bldg. Service Helper II	03-31-11
Michael Solberg	School Engineer I	03-05-11
Marsha Spencer	General Ed. Assistant	03-15-11

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for March 2011 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 3) Monthly Report on Appointments and Reassignments of Principals and Assistant Principals and Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted or appointed to the classifications indicated, effective upon approval by the Board:

5(r)	Beth Ballo	Grants Development Coordinator Grant Development	Schedule III, Range 10A $68,313
5(r)	Wayne A. Bellinger	Supervisor, Application Development Division of Technology	Schedule III, Range 8A $90,096
5(r)	John Imp	Accounting Specialist Office of Finance	Schedule III, Range 6A $57,888.35
5(r)	Brian Spielman	Accounting Specialist Office of Finance	Schedule III, Range 6A $81,905
5(nr)	Debra Ruchalski	Benefits Assistant Office of Human Resources	Schedule III, Range 2A $58,196

Codes:

5	White
r	Resident who must remain resident
nr	Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 4) Monthly Report of the Chief Accountability and Efficiency Officer

Your Committee reports having received the following informational report from the Chief Accountability and Efficiency Officer.

Update on Current Projects

1. Project — Relieving Old Encumbrances

   a. Encumbrances reflect school and departmental budgetary funds that have been committed, but not yet expended. As used here, the term "old encumbrance" refers to an encumbrance that has been on the District's books for an extended period of time and likely will not be used for its original purpose. Old encumbrances are a problem because they tie up funds that could be used to support schools and departments.

   b. Three types of encumbrances are frequently used:

      (1) The first — and most frequent — type is an encumbrance that results from a purchase order or professional service contract. The issuance of a purchase order or contract causes funds to be encumbered and the District to be committed to pay for products and services.

      (2) A second type is an encumbrance that occurs when a work order is issued by a school or department. A school, for example, may initiate a work order requesting Facilities and Maintenance Services to repair a broken faucet. When the work order is created, school funds are encumbered.

      (3) A third type of encumbrance is a manual encumbrance. Manual encumbrances act the same as internal and external encumbrances in that manual encumbrances can carry over funds to the subsequent fiscal year. An important distinction, however, is that no documentation — such as a work order, purchase order, or contract — is required with a manual encumbrance. A manual encumbrance is an accounting entry indicating that a school or department intends to reserve funds and may carry them over to the subsequent fiscal year. Because manual encumbrances require no committing document, they may be used as a vehicle to simply carry over funds. In these instances, the funds would be unencumbered at the start of the new year and spent like other budgetary funds.

   c. Most encumbrances are converted to expenditures within a few months of being committed. Encumbrances outstanding at the end of a fiscal year automatically carry over to the next fiscal year.

   d. Old encumbrances in many instances represent contracted dollars that will never be spent or purchase orders that will never be filled. Old encumbrances can be forgotten when no one is assigned to monitor them. Often new administrators are unaware the encumbrances exist. Under current policy, these encumbrances will live on indefinitely.

   e. Below is a list of currently outstanding encumbrances for fiscal years 2003-2010, as of January 21, 2011.

Old Encumbrances				
Fiscal Year	Encumbrances			Number of School Encumbrances
	Total	>$5,000	<$5,000	
2003	198,458	181,474	16,984	11
2004	38,578	41,517	(2,939)	6
2005	250,829	238,609	12,220	9
2006	181,267	176,552	4,714	83
2007	21,609	13,646	7,963	16
2008	313,216	270,662	42,554	24
Total	1,003,957	922,460	81,496	
Newer Encumbrances				
2009	1,586,295	1,857,618	(271,324)	126
2010	4,651,898	4,743,376	(91,478)	256
Total	6,238,193	6,600,994	(362,802)	

2. Recommendations

   a. To eliminate old encumbrances, schools and departments must be aware that they exist. The Administration can assist by training staff members to routinely run the IFAS Open Encumbrance Report for their locations. Staff should also be taught how to release open encumbrances.

   b. The Administration can reinforce its commitment to relieving old encumbrances by establishing a policy requiring encumbrances older than a specified number of months to revert to a centralized account. In other words, if schools and departments don't release encumbrances in a timely manner, they lose the associated funds. Work-order encumbrances may be exempted from this policy in instances of continuing projects.

   c. To limit the use of manual encumbrances solely as a carryover vehicle, the Administration should institute a requirement that requesters provide written explanations for encumbrances. The Administration has had a requirement that the chief financial officer sign off on requests for manual encumbrances. This policy should be codified.

   d. Administrators are sometimes reluctant to unencumber project funds because they are not sure that the billing process has been completed. To assist them, a statute of limitations could be enacted prohibiting other administrators from charging a school or department for an expenditure occurring more than a specified months following the project's completion date. Exceptions could be signed by the chief financial officer.

3. Year-End Surpluses

   a. Year-end budgetary surpluses, like encumbrances, can also be carried-over from one fiscal year to another, but differ from encumbrances in two important ways.

      (1) First, carried-over surpluses must be approved by the Board.

      (2) Second, carried-over surpluses do not have to be designated for any particular purpose.

   b. It is important to note that carried-over surpluses can at any time be re-programmed by the Board for other purposes.

4 Encumbrances carried over from FY10 to FY11 totaled $103.1 million. Below is a table of the amounts carried-over by fund.

School Operations	$	13.7 million
Construction	$	65.1 million
Extension	$	2.5 million
School Nutrition	$	0.8 million
Categorical	$	21.0 million
Total	$	103.1 million

5. School Operations Fund carryovers are further broken out below.

Encumbrances	$	13.7 million
Surplus Carryover	$	7.6 million
Deficit Carryover	($	10.7 million)
PLAN	$	3.6 million

6. In order to know what part of the School Operations fund balance is available for use by the Board, it is necessary to subtract encumbrances and carried-over surpluses and deficits from total fund balance. For example:

Total fund balance at the end of FY10	$	60.2 million
Subtract:		
Encumbrances	($	13.7 million)
Surplus carryovers	($	7.6 million)
PLAN carryovers	($	3.6 million)
Remainder available to Board	$	35.3 million

When the deficits are repaid to fund balance, an additional $10.7 million will be available.

7. It should be noted the Chief Financial Officer has worked with the Office of Accountability to address the encumbrance issues discussed above.

* * * * *

(Item 5) Action on the Award of Professional Services Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

RFP 731 Contract with the Wisconsin Center for Education Research to Evaluate the MPS Literacy Plan Implementation

The Administration is requesting authorization to enter into a contract with the Wisconsin Center for Education Research (WCER) for a 26-month quantitative and qualitative evaluation of the district's implementation of the Comprehensive Literacy Plan. The evaluation plan includes review of documents, observations in classrooms, interviews with staff and students, and statistical analyses of data on student achievement, fidelity of implementation, and surveys.

The vendor was chosen pursuant to RFP 731, which closed on February 10, 2011. The contract will run from May 1, 2011, through April 30, 2012, with two options to extend. In FY11, the total cost of the contract will be $40,000; in FY12, the total cost of the contract will be $195,409; and in FY13, the total cost will be $200,000. The total cost of the contract will not exceed $435,409. Funds for FY12 and FY13 shall be identified and encumbered upon exercise of the contract extensions.

Budget Code: FY 11: SYS- 0-S-D31-RH-ECTS (ARRA Data-Driven Decision-Making Contracted Services) $40,000

FY12, FY13: (TBD) $395,409

Total three-year cost.....$435,409
HUB % set 10%
HUB % proposed 10%
Total HUB $.....$43,540

RFP 599 Augmented Contract with Futuristics for Computer and Consulting Services for School-based Desktop Support

The Administration is requesting authorization to augment a contract with Futuristics Computer to perform break/fix-support services for the district's desktops.

Three vendors were originally chosen pursuant to RFP 599 to provide these services: AE Business, Futuristics, and bIT360.

- AE Business continues to provide services, but has sufficient funds remaining on its contract to continue services through year end.
- Futuristics has sufficient capacity to provide services, but insufficient funds remaining on its contract to perform additional services.
- BIT360 has been unable to provide sufficient personnel to perform the services on its contract and thus has approximately $258,878 of unspent, but encumbered, funds on its contract.

The Administration would like to reallocate $150,000 of the $258,878 remaining on bIT360's contract to Futuristics's contract so that the needed work may be performed.

Funding for the break/fix program is recovered through the E-rate program. Since this item merely reallocates $150,000 in funds already encumbered from bIT360 and authorizes the same $150,000 to be spent with Futuristics, the item does not authorize an increase in the total amount to be spent.

Budget Code: TSV00EH9TC-ECTS (E-Rate Telephone Services — Contracted Services).....$0

HUB % set 35%
HUB % proposed ..... varies
Total HUB $.....TBD
Student employment .....320 hours
Student career awareness .....10 hours.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 6) Report and Possible Action on First-quarter, Second-quarter, and Third-quarter Grants-Development Activity

Your Committee reports having received the following informational report from the Administration.

Administration's Report

1. Grants Development Services tracks competitive — i.e., neither formula ESEA nor formula ARRA — federal, state, and foundation grants for which MPS is the fiscal agent and in the development of which Grants Development staff was involved or for which Grants Development staff received a copy of the award letter.

2. The table below details a comparison of FY10 and FY11 first-quarter (July 1–September 30), second-quarter (October 1–December 31), and third-quarter (January 1–March 31) amounts requested of and funded by federal, state, and foundation funding sources.

	1st Quarter (July 1- Sept. 30)		2nd Quarter (Oct. 1-Dec. 31)		3rd Quarter (Jan. 1-March 31)	
	FY10	FY11	FY10	FY11	FY10	FY11
Number requested	8	15	7	9	24	10
Number funded	8	14	7	7	16	3
Dollars requested	$11,933,796	$84,870,507	$6,055,272	$22,111,361	$13,009,759	$4,572,606
Dollars funded	$11,886,301	$64,488,534	*$6,376,503	$21,533,361	$7,139,706	$2,324,513

*State allocated more money after request

3. According to the internal records maintained in Grants Development Services, the total amount of competitive (not formula ESEA or formula ARRA) state, federal, and foundation grants that were awarded from July 1 through March 31, 2011, is $88,346,408. This compares with an FY10 total of $25,402,510 for the same time-period.

4. Grant awards that impacted on the increase in FY11's award amount include:

a. $20.4 million GE Foundation grant

b. $7.5 million US Department of Education Teacher Incentive Fund grant

c. $45 million DPI School Improvement grant.

5. Through the strategic efforts listed below, the development of grants is evolving into a systemic, transparent, and coordinated process:

a. Grants are aligned to the district's needs, initiatives, and capacity. The Superintendent and the senior executive staff analyze and prioritize grant opportunities.

b. The Milwaukee Board of School Directors is updated on grant awards via weekly communication from the Superintendent.

c. District staff is informed of grant protocol and success in the Superintendent's Thursday Updates.

d. An instructional booklet entitled *MPS Protocols for Securing Grants for Schools, District and Partners* has been developed and will be published.

e. The Grants Development Services website has been updated and is available to the public on the homepage of the MPS Portal by clicking the purple button titled "Grants Development" — http://grants.milwaukee.k12.wi.us.

f. Meetings are held weekly with the MPS Business and Community Partnership Coordinator, the Executive Director of the Milwaukee Partnership Academy, and the MPS Grants Development Manager to ensure alignment of district priorities and coordination of funding-solicitation efforts.

g. A grant-management module is in development and is slated to go live in June or July 2011.

h. There are plans to update and offer Basics of Grant Writing professional development in various formats for district staff, including a face-to-face, online graduate course and use of a Mediasite.

* * * * *

(Item 7) Action on a Request To Waive Administrative Policy 5.01(8)(b) and Close the Genesis High School's Educational Program at the End of the 2010-11 School Year

Background

1. The district's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. On May 27, 2004, the Milwaukee Board of School Directors and Genesis School of Business, Technology/Trade, Health and Human Services entered into a five-year instrumentality charter school contract, which commenced with the 2004-05 school year and was to end on the last regularly scheduled school day of the 2008-09 school year. On June 23, 2005, the Milwaukee Board of School Directors approved an amendment to the instrumentality charter school contract with Genesis to change the charter school from a teacher-in-charge school to an administrative-led school.

3. On February 6, 2009, the MPS Charter School Contract Review Process was initiated, and the MPS Charter School Contract Review Team convened to conduct the review. The MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance. The Charter School Contract Review Team, having determined that Genesis had failed to implement its charter's concept and educational program, recommended non-renewal of the instrumentality charter contract with Genesis School of Business Technology/Trade Health and Human Services.

4. In March 2009, the Administration recommended allowing the instrumentality charter contract to expire at the end of the contract's term on June 30, 2009, and the close of the school at the end of the last regularly scheduled day of the 2008-09 school year. On March 26, 2009, the Milwaukee Board of School Directors voted to place the item on file.

5. The Administration is now recommending the closure of Genesis High School's educational program, located in the North Division Complex at 1011 W. Center Street, at the close of the 2010-11 school year in June 2011.

Administration's Analysis

6. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Genesis High School meets the criteria for school closing, although a waiver will be needed due to the December 31 action date included in the policy.

7. Genesis High School, located in the North Division Complex at 1011 W. Center Street, provides an education program for grades nine through twelve; however, because of its small size, Genesis is limited in its ability to offer students a full range of classes and services. Programming to meet student coursework requirements has become increasingly more difficult. The school's educational program does not have a distinct curricular focus.

8. The official September 2010 enrollment was 204 students, including 63 students with special education needs (31%). Student enrollment has consistently been low since the inception of the school in 2004 and insufficient to generate sufficient funding to support a quality, rigorous educational program. The following table includes the official September enrollment counts since the school's inception:

Year	Genesis
2004	197
2005	200
2006	247
2007	265
2008	235
2009	221
2010	204
Current Enrollment	180

9. Genesis High School does not have an attendance area. Transportation is currently provided to students at a cost of $138,633 ($85,128 regular education, and $53,505 special education). Transportation costs for FY12 cannot be determined until school choices have been completed for the current Genesis High School students. The Administration, projecting no change in transportation costs, will reallocate FY12 funds previously set aside for Genesis to other sites as needed.

10. The percentages of grade-ten students who scored proficient or advanced proficient on the 2010-11 WKCE-CRT assessments are:

	Genesis	District
Reading	7.3%	38.6%
Mathematics	12.2%	29.7%
Language Arts	2.4%	33.6%
Science	7.3%	31.2%
Social Studies	14.6%	44.6%

11. Genesis's suspension rate is 51.4%, an increase of 4.7% over the 2009-10 school year to date. The district's high-school suspension rate is currently 26.1%. Genesis's attendance rate is 76.5%, an increase of 7.5% over the 2009-10 school year to date. The district's high-school attendance rate is currently 85.6%.

12. The Administration is recommending the closing of Genesis High School due to the low and declining enrollment, the significant gap between the district's and Genesis's proficiency levels on the 2010-11 WKCE-CRT assessments, and Genesis's high suspension and low attendance rates. Students will be provided with the opportunity to enroll in new or higher-achieving schools, beginning with the 2011-12 school year. District resources will be more efficiently targeted to classroom support rather than administrative overhead through this closure.

13. On April 1, representatives of the Administration met with the Genesis staff to discuss the proposed closing. A parent meeting was held on April 6, 2011. Staff, parents, and guardians were also informed of the April 19, 2011, meeting of the Committee on Accountability, Finance, and Personnel and the opportunity to provide testimony at a public hearing at that time.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More (*WTAM) Strategic Plan.

> Goal 6: The district is accountable for measurable results.
>
> WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.
>
> WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

15. Closing of Genesis High School will require a waiver of Administrative Policy 5.01(8)(b), Facilities, which states, in part, "…The Board shall take action by December 31 on specific schools that will be closed the following school year…" It meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school.

Fiscal Impact Statement

16. Because at this time the Administration expects the North Division facility to remain open for the 2011-12 school year and house a new comprehensive high school, no operational savings are anticipated.

Implementation and Assessment Plan

17. Upon the Board's approval, the East Regional System of Support Team will assist the Genesis school community with all of the activities required to close the school and identify Fall placements for all of the children.

18. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on schools to be closed for the upcoming school year; and

2. close Genesis High School, located in the North Division Complex at 1011 W. Center Street, at the close of the 2010-11 school year.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 8) Action on a Request To Waive Administrative Policy 5.01(8)(b) and To Merge the Green Bay Avenue K-8 School and Dr. Martin Luther King, Jr., K-8 School at the King, Jr., Site at the Close of the 2010-11 School Year

Background

1. The district's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. Under-enrolled schools dilute the impact of the district's resources. In October 2010, the Administration brought to the Board an informational report on a comprehensive approach to program consolidation and closing buildings. That plan included the following steps:

a. The Administration will develop recommendations to close specific school buildings at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and recreational programming.

3. The Green Bay Avenue facility, located at 3872 N. Eighth Street, was built in 1917. The annual utilities costs are approximately $110,100, and the ten-year projected capital maintenance cost is $1,910,100. The facility is not ADA (handicap) -accessible.

4. The Dr. Martin Luther King, Jr., facility, located at 3275 N. Third Street, was built in 1894. A $4.4 million, 28,000-square-foot addition was built in 2004 under the Neighborhood Schools Initiative. The annual utilities costs are approximately $147,200, and the ten-year projected capital maintenance cost is $682,680. The facility is ADA (handicap) -accessible.

5. The Administration is now recommending that the Green Bay Avenue facility be closed; that the Green Bay Avenue K-8 School's educational program and the Dr. Martin Luther King, Jr., K-8 School's educational program be merged; and that the Dr. Martin Luther King, Jr., facility be used to house the merged program, effective at the close of the 2010-11 school year in June 2011.

Administration's Analysis

6. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Green Bay Avenue K-8 School and Dr. Martin Luther King, Jr., K-8 School meet the criteria for building consolidation, although a waiver will be needed due to the December 31 action date included in the policy.

7. Although student enrollment has fluctuated somewhat during the last ten years, the Green Bay facility is currently at approximately 70% capacity, while the King, Jr., facility is currently at approximately 45% capacity. The following table includes the official September enrollment counts:

Year	Green Bay	King, Jr.
2001	485	425
2002	470	373
2003	459	435
2004	428	452
2005	394	445
2006	402	438
2007	438	363
2008	466	352
2009	438	353
2010	462	333
2011 Projection	444	320

8. Green Bay Avenue K-8 School provides an educational program for students in three-year-old Head Start through grade eight. The official September 2010 enrollment was 462 students, including 79 students with special education needs (17%). The enrollment included 120 students (26%) who live in the attendance area and 342 students (74%) who do not live in the attendance area. Of the 692 students who live in the Green Bay Avenue School's attendance area and are associated with Milwaukee Public Schools, 17.34% (129 students) attend Green Bay Avenue School, while 82.66% (572 students) do not attend the neighborhood school. Transportation is currently provided to students at a cost of $122,069 ($76,718 regular education and $45,351 special education).

9. Dr. Martin Luther King, Jr., K-8 School provides an educational program for students in four-year-old kindergarten through grade eight. The official September 2010 enrollment was 333 students, including 64 students with special education needs (19%). The enrollment included 108 students (32%) who live in the attendance area and 225 students (68%) who do not live in the attendance area. Of the 678 students who live in the King, Jr., School's attendance area and are associated with Milwaukee Public Schools, 16% (108 students) attend King, Jr., School, while 84% (570 students) do not attend the neighborhood school. Transportation is currently provided to students at a cost of $77,342 ($50,517 regular education and $26,825 special education).

10. Both schools currently participate in the community transportation program. Students who live between one-half and 2.0 miles of the school are eligible for transportation. The small number of children who may currently be transported to Green Bay Avenue School and now reside more than 2.0 miles from the King, Jr., School would be grandfathered for transportation purposes, as long as they continue to be enrolled in the merged school and do not move. The Administration is projecting no change in transportation costs for the merged school.

11. The capacity of the Green Bay Avenue facility is 662 pupils. The school's enrollment is currently at approximately 70% of capacity. The capacity of the King, Jr., facility is 746 pupils. That school's enrollment is currently at approximately 45% of capacity. The Riverside transportation region for 14 elementary and K-8 schools is currently at approximately 65% of capacity (adjusted for the closing of Wheatley and the Hopkins Lloyd merger).

12. In 2009-10, Green Bay Avenue K-8 School was a high-value-added, low-attainment school in elementary reading and a low-value-added, low-attainment school in elementary mathematics. The school was a low-value-added, low-attainment school in both middle-grades reading and middle-grades mathematics. During the 2010-11 school year, the percent of Green Bay Avenue students who scored proficient or advanced proficient on the WKCE-CRT reading and mathematics assessments collectively increased, although proficiency levels remain below district averages in almost every grade. The attached graph provides proficiency comparisons of 2010-11 Green Bay Avenue and the district by grade level. Green Bay Avenue K-8 School is currently a Level 1 School Identified for Improvement under the No Child Left Behind criteria.

13. In 2009-10, Dr. Martin Luther King, Jr. K-8 School was a low value added, low attainment school in elementary and middle grades reading and mathematics. During the 2010-11 school year, the percent of King, Jr. students, who scored proficient or advanced proficient on the WKCE-CRT reading and mathematics assessments, collectively remained the same as the previous year in reading and decreased in mathematics. Proficiency levels remain below district averages in every grade. The attached graph provides 2010-11 King, Jr. and district proficiency comparisons by grade level. Dr. Martin Luther King, Jr. K-8 School is currently a Level 2 School Identified for Improvement under the No Child Left Behind criteria.

14. On March 31, representatives of the Administration met with the Green Bay Avenue staff to discuss the proposed closing. A parent meeting was held on April 5, 2011. On April 5, representatives of the Administration met with the King, Jr., staff to discuss the proposed closing. A parent meeting was held on April 7, 2011. Staff, parents, and guardians of both schools were also informed of the April 19, 2011, meeting of the Milwaukee Board of School Directors' Committee on Accountability, Finance, and Personnel and the opportunity to provide testimony at a public hearing at that time.

15. The consolidated Dr. Martin Luther King, Jr., will offer students a robust educational program in a state-of-the-art facility. The increased consolidated enrollment will allow the school to fund support staff that otherwise would not be available, reduce class size, and reduce combined-grade classes. A community learning center program will continue to provide educational and recreational enrichment activities. A joint committee made up of representatives from both school communities will work with the East Region System of Support Team to design an educational program that builds on the strengths of each of the schools and embraces community partnerships.

16. Following Board action, the Administration will develop and bring to the Board for approval the recommended distribution of the Green Bay Avenue attendance area for student-assignment and transportation purposes.

Strategic Plan Compatibility Statement

17. The Administration's recommendation supports the MPS Working *Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

18. The merger of Green Bay Avenue K-8 School and Dr. Martin Luther King, Jr., K-8 School at the Dr. King site will require a waiver of Administrative Policy 5.01(8)(b), Facilities, which states, "…The Board shall take action by December 31 on specific schools that will be closed the following school year…." It meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation and consolidation principles.

Fiscal Impact Statement

19. The closing of the Green Bay Avenue facility is estimated to result in $219,782 in operational savings that will be used to reduce district expenses.

Implementation and Assessment Plan

20. Upon the Board's approval, the East Regional System of Support Team will assist the Green Bay Avenue and Dr. Martin Luther King, Jr., school communities with all of the activities required to merge the school, identify Fall placements for all of the children, and the development of the merged school's educational program.

21. The Administration will develop and bring to the Board for approval the recommended distribution of the Green Bay Avenue attendance area for student-assignment and transportation purposes.

22. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on schools to be merged for the upcoming school year;
2. merge the Green Bay Avenue K-8 School community, located at 3872 N. Eighth St., into the Dr. Martin Luther King, Jr., K-8 School, located at 3275 N. Third St., at the close of the 2010-11 school year;
3. instruct the Administration to develop and bring to the Board for approval the recommended distribution of the Green Bay Avenue attendance area for student-assignment and transportation purposes;
4. direct the Administration to provide shuttle services to the merged school;
5. direct the Administration to retain the name "Martin Luther King, Jr." for the combined school;
6. direct the Administration to begin the process for the demolition of the Green Bay Avenue facility.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 9) Action on a Request To Waive Administrative Policy 5.01(8)(b), To Close Washington High School, and To Expand Washington High School of Information Technology, Effective with the Beginning of the 2011-12 School Year

Background

1. The district's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by $10 million in three years the annual operational cost for excess space. As of Fall 2010, operational cost for excess space has been reduced by $7.07 million.

2. Under-enrolled and under-performing schools dilute the impact of the district's resources. In October 2010, the Administration brought to the Board an informational report on a comprehensive approach to program consolidation and closing buildings. That plan included the following steps:

a. The Administration will develop recommendations to close specific schools at the end of the school year. To arrive at the recommendations, the Administration will first identify each building's vacancy rate. A more detailed analysis will be developed for all buildings with relatively high vacancy rates. The deeper analysis will take into account variables that include educational programming, special education needs, and the building modifications that have reduced the amount of instructional space. An additional analysis of academic performance trends, with a focus on growth, will also inform the recommendation.

b. The final list of programs identified for closure will be developed based on the following criteria:

- program performance;
- transportation and proximity to other programs and facilities;
- building and site adequacy; and
- recreational facilities and recreational programming.

3. Until the 2005-06 school year, the Washington High School campus consisted of a single, large comprehensive high school serving 1,067 pupils. As part of the small-school reform movement to improve student achievement, the school community asked to be divided into three small high schools, each offering a distinct and unique educational focus. The three schools were Washington School of Expeditionary Learning; Washington School of Law, Education and Public Service; and Washington High School of Information Technology.

4. In the 2009-10 school year, Washington Expeditionary Learning; Washington High School of Information Technology; and Washington Law, Education and Public were Schools Identified for Improvement (SIFI). Washington Law, Education and Public Service was also identified as a Tier I persistently low-achieving school by the Wisconsin Department of Public Instruction. The designation of persistently low-achieving, which is based on the United States Department of Education's criteria, requires school districts to employ one of four reform models of school improvement for Tier I and Tier II schools: transformation, turnaround, restart, and closure. Adoption of these four models allows the district to capture School Improvement Grant resources for supporting school-reform efforts.

5. Pursuant to this requirement, Washington Law, Education and Public Service was closed, and its population and fiscal resources were combined with those of Washington Expeditionary High School at the end of the 2009-10 school year. The combined Washington High School, as well as Washington High School of Information Technology, have now been designated as a Tier 1 Persistently Low Performing School by the DPI.

6. Districts eligible for School Improvement Grant money can also choose to close one or more of their targeted schools and enroll the students from that school in other, higher-achieving schools. Eleven MPS schools were identified by the U.S. Department of Education (USDE) as eligible for SIG reform efforts, based on three years of results of state standardized tests. Of the eleven, the following seven have been tabbed for SIG reforms:

- ALAS;
- Hamilton High School;
- Montessori High School;
- Northwest Secondary School;
- Pulaski High School;

- Washington High School; and
- Washington High School of Information Technology.

7. This is the second year that a group of low-achieving MPS schools has been made eligible for the grant money, this year totaling $6.3 million. USDE and the Wisconsin Department of Public Instruction (DPI) have specific guidelines for use of the grant funds, which limit the schools to transformation, turnaround, and restart models for reform.

8. Due to the school's continued low performance, the Administration is now recommending the closure of Washington High School, located at 2525 North Sherman Boulevard, Milwaukee, WI 53210, and the expansion of Washington High School of Information Technology, which is located within the same campus, beginning with the 2011-12 school year.

9. Washington High School currently houses approximately 525 students and is partnered with the National Academy Foundation in the field of culinary arts. Washington High School of Information Technology is a 9-12 comprehensive high school that houses approximately 350 students from within the Washington Heights community. Washington High School of Information Technology is partnered with the National Academy Foundation and has strong business partnerships with the IT community. Students from Washington High School will be afforded the opportunity to remain in the Washington Building and become part of the current IT high school, where both academy programs will be offered. Expected enrollment between the two schools will be approximately 800.

Administration's Analysis

10. Pursuant to Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement, Washington High School meets the criteria for school closing, although a waiver will be needed due to the December 31 action date included in the policy.

11. The 2010-11 WKCE results for Washington High School demonstrate a 15% proficiency rate in reading and an 8.8% proficiency rate in Math. As of March 30, 2011, Washington High School has an average daily student attendance rate of 78.7%, a student suspension rate of 42.9%, and a special education suspension rate of 54.1%. The 2010-11 WKCE results for Washington High School of Information Technology demonstrate an 18% proficiency rate in reading and a 13.4% proficiency rate in Math. As of March 30, 2011, Washington High School of Information Technology had an average student attendance rate of 82.9%, a student suspension rate of 38.7%, and a special education suspension rate of 50.4%.

12. On March 31, 2011, representatives of the Administration met with the Washington High School staff to discuss the proposed closing. On April 1, 2011, staff, parents, and guardians were informed via a letter of the April 19, 2011, meeting of the Milwaukee Board of School Directors' Committee on Accountability, Finance, and Personnel and the opportunity to provide testimony at a public hearing at that time. On April 6, 2011, parents and guardians were invited to a school meeting to discuss the proposed closing. An assembly was held to inform students of the decision and to gather their input on March 31. A flyer was distributed at the assembly to share with their parents, and also an auto call went out to all parents on Monday, April 4, reminding them of the informational meeting on April 6.

13. Washington High School and Washington High School of Information Technology both provide four-year comprehensive educational programs. Both schools follow the traditional calendar.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative Policy or Board Rules Statement

15. Closing of Washington High School will require a waiver of Administrative Policy 5.01(8)(b), Facilities, which states, in part, "…The Board shall take action by December 31 on specific schools that will be closed the following school year…." It meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school.

Fiscal Impact Statement

16. Because at this time the Administration expects the Washington facility to remain open for the 2011-12 school year, no operational savings are anticipated.

17. The appropriate school budgets for Washington School of Information Technology will be revised to reflect the increased enrollment anticipated by this action. Funding of $288,817, representing the net difference between per-pupil allocations for the individual schools and the per-pupil of the anticipated enrollment for the merged schools, will be placed in an unallotted school budget account to be redistributed to other schools based on third-Friday enrollment.

Implementation and Assessment Plan

18. Upon the Board's approval, the Metro Regional System of Support Team will assist the Washington High School community with all of the activities required to close the school and identify Fall placements for all of the children. Parents will be encouraged to enroll their children in Washington School of Information Technology.

19. The Administration will make the necessary adjustments to student assignment and transportation.

20. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

Administration's Recommendation

The Administration recommends that the Board:

1. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on schools to be closed for the upcoming school year;

2. close the Washington High School educational program, located at 2525 North Sherman Boulevard, at the end of the 2010-11 traditional calendar school year; and

3. merge Washington High School's 9-12 educational program to include the National Academy Foundation Culinary Arts program into Washington Information Technology High School, also located at 2525 North Sherman Boulevard, effective beginning with the 2011-12 traditional school year.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation.

Director Falk moved to 1) waive Administrative Policy 5.01(8)(b) to close Washington High School at the end of the 2010-2011 school year; 2) expand Washington High School of Information Technology using the transformational model, effective beginning with the 2011-2012 school year.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

* * * * *

(Item 10) Action on a Request To Designate the Lloyd Street School's Facility, Located at 1228 West Lloyd Street, as Surplus Property

Background

1. The district owns approximately 18 million square feet of building space. Some of these facilities are vacant or under-used.

2. The Administration has identified 1228 West Lloyd for surplus status because the program currently located there will be merged with Hopkins Street School for the 2011-12 school year, and the district does not foresee re-programming this facility with another traditional MPS program.

Administration's analysis

3. Declaring a property as surplus does not mean that the district cannot continue to use this property or that it will necessarily be sold. By declaring this property as surplus, the Board will enable the Administration to advertise and entertain proposals for the ultimate disposition of this property, which will be brought back to the Board for final approval.

4. The Administration, however, is submitting a separate item to the Board, requesting that this property be leased to Milwaukee College Prep and that the lease, with an option to purchase, between MPS and Milwaukee College Prep-Lindsay Heights Campus be approved, contingent upon approval of a non-instrumentality charter contract with this school.

Strategic plan compatibility statement

5. The Administration's recommendation is consistent with the district's *Working Together, Achieving More* Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district makes responsible decisions regarding excess building capacity (and surplus property).

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million in three years.

Statute, Administrative policy or Board rule statement

6. In accordance with Administrative Policy 5.01, Facilities, the Board's authorization is required to declare property as surplus.

Fiscal impact statement

7. This item does not authorize expenditures. This is the first step in a process that would allow for the sale of district real estate. As properties are sold, the district will receive the revenue from the sale. Prior to the sale of any property, the district will contract for an appraisal, which would cost between $5,000 and $7,500 per property. These appraisals are funded by the school relocation account in the Construction Fund.

Committee's Recommendation

Your Committee recommends that the Board designate the Lloyd Street School's facility, located at 1228 West Lloyd Street, as surplus.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 11) Action on an Option To Purchase Real Estate Located at 1228 West Lloyd Street by Milwaukee College Prep

Background

1. The district owns approximately 18.5 million square feet of building space. Some of these facilities are vacant or under-used.

2. Lloyd Street School will close in July 2011 as a result of a consolidation with Hopkins Street School. The Administration, in a separate item on this agenda, has recommended that the Milwaukee Board of School Directors declare the Lloyd Street property, located at 1228 West Lloyd Street, as surplus.

3. At its meeting on April 12, 2011, the Board's Committee on Innovation/School Reform recommended approval of a charter contract with Milwaukee College Prep, as well as a lease agreement with Milwaukee College Prep.

4. Milwaukee College Prep and the Administration have developed an option to purchase the Lloyd Street School property, contingent upon the Board's approval of a charter school contract with Milwaukee College Prep and contingent upon a lease agreement with Milwaukee College Prep. The draft option to purchase, which has not yet been approved by Milwaukee College Prep's legal counsel, has been provided as an attachment to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

5. The Administration's recommendation is consistent with the district's *Working Together, Achieving More* Strategic Plan, Goal 6:, that the District is accountable for measurable results.

WTAM strategy: The district makes responsible decisions regarding excess building capacity (and surplus property).

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million in three years.

Fiscal Impact Statement

6. Should Milwaukee College Prep choose to exercise the option to purchase during years one through three of its lease, the price would be based on the current appraisal, which will be ordered immediately. Should Milwaukee College Prep choose to exercise the option to purchase during years four through five of its lease, the price would be based on fair market value, which would be determined by a new appraisal at that time.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will complete the documents necessary to complete the transaction for the option to purchase the Lloyd Street School property.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors approve the option for Milwaukee College Prep to purchase the Lloyd Street School property, as attached to the minutes of your

Committee's meeting, contingent upon the Board's approval of a charter school contract with Milwaukee College Prep and of a lease agreement with Milwaukee College Prep and contingent upon Milwaukee College Prep's legal counsel's approval of the option to purchase.

Adopted with the roll call vote on the balance of the Committee reports.

* * * * *

(Item 12) Action on FY11 Pupil Transportation Contracts

Background

1. Transportation contracts serving orthopedically impaired (OI), early childhood special education (EC), and Community Assessment and Training Program (CATP) students end this year. The contract to transport homeless/shelter students until more permanent housing can be found also ends this year. In addition, authorization to purchase Milwaukee County Transit System (MCTS) bus passes and bus tickets is requested annually.

Administration's Analysis

2. The District is in the third year of a three-year contract extension for transportation services for OI, EC, CATP, and homeless/shelter students, which the Milwaukee Board of School Directors authorized at its meeting on April 23, 2009. The Administration expects to issue bids/RFP for this service next year. The Administration is requesting authorization to execute the third year of the three-year agreement.

3. In FY12, MPS is projected to spend $2.6 million for OI service, $1.5 million for EC service, $0.7 million for CATP service, and $2.45 million for homeless students. In addition, $2.42 million for MCTS bus passes/tickets, is budgeted in FY12, for a total of $9.67 million.

4. The District is projecting to spend $2.42 million for Milwaukee County Transit System (MCTS) bus passes and tickets. The contract for the MCTS is based on weekly usage of bus passes. FY12 MCTS rates are $16.50 per week for the student weekly pass and $17.50 per week for an adult pass. Bus tickets are $1.75 each.

5. A summary of the contract amounts is found as Table I listed below.

Table I

2011-2012 Transportation Contracts					
	Bus Contractor				
	Atlas	First Student	Lakeside Bus	MCTS	Totals
Cost Basis	10 Buses	65 Buses	60 Buses	FY12 school & dept requests.	
Orthopedically Impaired (OI)	$262,500	$2,337,500			$2,600,000
Early Childhood (EC)	$262,500	$1,237,500			$1,500,000
CATP			$700,000		$700,000
Homeless			$2,450,000		$2,450,000
Bus Pass				$2,418,000	$2,418,000
Totals	$525,000	$3,575,000	$3,150,000	$2,418,000	$9,668,000

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: Central Services supports student learning.

WTAM strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objective: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

7. Contracts are being presented to the Board pursuant to Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

8. This item does not authorize expenditures. Total cost for these contracts and MCTS in FY12 is $9,668,000. Final authorization will be given with the adoption of the FY12 budget. The contract amounts are within the FY12 budget request of $9,668,000. Depending on student enrollment through the spring and summer, the Administration may need to adjust the FY12 bus routes and, subsequently, bus contracts.

9. The accounts are as follows:

Service	Amount	Budget Code(s)
Milwaukee Transit	$ 2,418,000	STP-0-0-TRS-DW-EPPT0000
Special Education	$ 2,600,000	TPH-0-0-TRS-DW-EPPT000
	$ 1,500,000	RST-0-0-TRS-DW-EPPT000
	$ 700,000	TCS-0-0-TRS-DW-EPPT000
	$ 4,800,000	
Homeless/Shelter	$ 2,450,000	HLT-0-0-TRS-DW-EPTT000

Implementation and Assessment Plan

10. Bus contracts are for FY12 and will take effect on July 1, 2011.

Committee's Recommendation

Your Committee recommends the Board approve the contracts as summarized in the table below and as attached. Contracts will be for the 2011-12 school year. Contract implementation is contingent upon the Board's granting final expenditure authority with the approval of the FY12 budget.

2011-2012 Transportation Contracts					
	Bus Contractor				
	Atlas	First Student	Lakeside Bus	MCTS	Totals
Cost Basis	10 Buses	65 Buses	60 Buses	FY12 school & dept requests.	
Orthopedically Impaired (OI)	$262,500	$2,337,500			$2,600,000
Early Childhood (EC)	$262,500	$1,237,500			$1,500,000
CATP			$700,000		$700,000
Homeless			$2,450,000		$2,450,000
Bus Pass				$2,418,000	$2,418,000
Totals	$525,000	$3,575,000	$3,150,000	$2,418,000	$9,668,000

Director Falk in the Chair.

Director Bonds moved to send this item back to Committee for further investigation and report back in the May Board cycle.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President pro Tem Falk—8.

Noes—None.

Temporarily absent—Director Blewett—1.

President Bonds resumed the Chair.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

1. The MPA Executive Director, Gerard Randall, met with Senator Alberta Darling, Co-chair of the Joint Committee on Finance, and staff on March 24 concerning school-funding issues.

2. Gerard Randall met with Senator Ron Johnson and his assistant, Diane Robertson, to discuss the role of the Milwaukee Partnership Academy (MPA). Work will be done in the future to arrange for Senator Johnson to meet with key MPA leaders and visit MPS schools.

3. Meetings were held between Gerard Randall and various individuals within the Partnership, including executive partners, MPS personnel, and Dr. Christine Anderson, Principal Investigator for the NEA Foundation Grant to Close the Achievement Gaps in MPS.

4. Gerard Randall participated in a meeting regarding a GEAR-UP grant.

5. Plans are being discussed and developed concerning an MPA retreat for this year.

6. The Teacher & Principal Quality Work Group has continued to work on the cooperating teachers/placement of student teachers handbook and related material.

7. Hopkins Street and Lloyd Street schools will be merging next school year to offer a college-preparatory curriculum in a community-school setting. Collaboration will take place with Marquette University's Department of Educational Policy and Leadership and other partners to ensure a college-preparatory curriculum along with a focus on quality teaching. The Marquette College of Education will provide supplemental small-group instruction in reading and mathematics. The Marquette Educational Opportunities Program will offer pre-college enrichment for 7th- and 8th-grade students.

8. Analysis of recently released WKCE data by the district and Wisconsin Department of Public Instruction showed the following:

a. 25 MPS schools had double-digit increases in their students' reading scores;

b. 24 MPS schools had double-digit increases in the number of students reading on grade level;

c. 25 schools had increases in reading proficiency rates of 5 to 10 percentage points, while 49 schools showed increases of less than 5%;

d. 30 MPS schools had reading proficiency rates that were at, above, or within the overall state proficiency level;

e. Overall, 59% of all Milwaukee Public Schools students were proficient or advanced in reading — an increase of two percentage points since the Fall of 2009;

f. 73 (43%) of MPS schools had increases in percent proficient in math compared with the year before;

g. of the schools with increases in the percent proficient in math:

(1) 16 had double-digit increases;

(2) 13 had increases of 5 to 10 percentage points; and

(3) 44 had proficiency increases of less than 5%;

h. 26 MPS schools had proficiency rates in math that were at, above, or within 90% of the overall state proficiency rate, though MPS math scores overall declined by one percentage point;

i. 57 (33%) of MPS schools experienced an increase in both reading and math proficiency in 2010-11, compared with the year before;

j. of the schools with proficiency increases in both reading and math, two MPS schools had proficiency increases of 10 or more percentage points in both; and

k. achievement gaps seem to be decreasing statewide. DPI reports achievement-gap reductions across all racial and ethnic groups.

Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update

9. Math Teacher Leader (MTL) meetings were held on April 5 and 7. Additional information about these meetings will be available in a future report. Information on the content of the March MTL meeting is as follows:

a. The Content Session was relative to deepening the understanding of CCSS Math Practice #8: Look for and Express Regularity in Repeated Reasoning.

b. The Leadership Session was relative to learning to engage in learning-focused conversations to promote equity in all math classrooms. Activities included engaging in reflective conversations and then reflecting upon them. MTLs also reflected on math initiatives in their buildings and how they can use coaching skills to be successful in leading change.

c. The Assessment Session focused on deepening the understanding of components of instructional design and understanding the role of effective questioning in components of instructional design.

d. The following Hot Topics Group breakout sessions were offered:

- MAP and Ladders (for high school) — Framing where each student needs to go with the help of measured student achievement data and MAP (measurement of student growth);

- Instructional Design — Sharing experiences and insights with using the draft Instructional Design Template; receiving feedback, sharing insights, and offering suggestions in a collaborative manner;
- The MAP Mystery: Connecting MAP Data to Mathematics Content – Sharing conversations with teachers around MAP data and how helped them to connect the data to the content being taught;
- Sharpen your Coaching Skills — Refining coaching skills and working in groups to develop skills as listeners while using paraphrasing and questioning in conversation.

10. For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the March 2011 issue of "The MMP Messenger."

NEA Foundation Grant Update:

11. Focus Schools data-analysis highlights from the recently released WKCE results:

a. Focus Schools Browning and Metcalfe are two of the 24 MPS schools with double-digit increases in the percent proficient in reading, with increases of 11.9% and 11.4%, respectively.

b. Focus Schools with increases in the percent proficient in reading between 5% and 10% are Green Bay Avenue, Kagel, and Gaenslen, with increases of 8.4%, 6.4%, and 5.0% respectively.

c. Focus Schools with increases of less than 5% in the percent proficient in reading are Wedgewood Park (+4.6%), Bryant (+4.1%), Keefe (+4.0%), and LaFollette (+2.0%).

d. Focus Schools with increases in the percent proficient in math between 5% and 10% are Browning and Kagel, with increases of 9.6% and 7.9%, respectively.

e. Focus Schools with increases of less than 5% in the percent proficient in math are Gaenslen (+4.2%), Keefe (+3.8%), Wheatley (+3.2%), Green Bay Avenue (+1.7%), Bryant (+0.8%), and Northwest Secondary (+0.6%).

12. The Third Annual Conference of the Greater Milwaukee Action Research Consortium (GMARC) took place on April 9. Dr. Eileen Schwalbach, President of Mount Mary College, gave the keynote address, "The Transformative Power of Action Research." Conference activities also included a panel discussion on transformational leadership, a poster session of interactive exploration of action research with professionals in the field of education, and two break-out work sessions with the following offerings:

a. Continuing the Conversation

b. Developing Your Question & Looking at Research

c. Storytelling: How Teachers' Stories Can Inform Action Research

d. The Nuts & Bolts of Action Research

e. PDPs, National Board Certification & Action Research

f. Analyzing Your Data: Methods for Teacher Action Research

g. Sharing & Publishing Action Research

13. Conference activities and research were presented by individuals from the NEA Foundation Grant to Close the Achievement Gaps in MPS, including Dr. Christine Anderson, Dr. Linda Tiezzi-Waldera, and Action Research Fellows; Cardinal Stritch University; Carroll University; Kettle Moraine

School District; Milwaukee Public Schools; Mount Mary College; Muskego-Norway School District; National-Louis University; Oak Creek-Franklin School District; Pewaukee School District; St. John's Military Academy; School District of Waukesha; UW-Milwaukee; and Waukesha STEM.

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(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. Head Start staff meetings were held April 4 and April 12. The meetings focused on program updates and non-compliance status.

2. The Health, Mental Health and Disabilities Manager attended a Project Launch meeting on April 6. The purpose of the meeting was to discuss possible collaborative opportunities among the programs related to early childhood health and safety.

3. Family partnership associates participated in professional development on April 6 focused on family goal setting and follow-up. The training was conducted by CESA 5.

4. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on April 7. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

5. A manager meeting was held on April 7, focusing on program updates and planning.

6. Head Start instructional staff participated in active-learning fieldtrips on April 8 and April 14. The purpose of this professional development was to provide instructional staff with a clear understanding of how to organize, plan, and analyze classroom data to meet the needs of their students through active-learning field trips.

7. The Head Start Coordinator participated in a Division of Early Childhood meeting held on April 11 to address program updates and assignments.

8. The Health, Mental Health and Disabilities Manager participated in a meeting of the District Parental Involvement Committee meeting on April 12. The Committee met to focus on increasing district-wide parental involvement.

9. The Head Start Coordinator, Health Coordinator, Education and ERSEA Manager, as well as the Policy Council's Chairperson, participated in a Milwaukee Public Schools Head Start Risk-Management meeting held on April 13. The purpose of the meeting was to discuss program status and to identify program strengths and areas in need of improvement.

10. The ERSEA/FPA staff meetings were conducted on April 13 and April 27. The meetings focused on parental involvement, enrollment, and attendance.

11. The Head Start Coordinator participated in a Core Health Services meeting held on April 19. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district as they pertain to health.

12. Head Start teachers and educational assistants participated in cohort trainings on April 20. The training, which focused on how to have an engaging block area, provided participates with a variety of instructional strategies and materials for early childhood students. This training was collaborative with HighScope and SAGE programs.

13. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on April 20. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

14. The Head Start Coordinator attended a report card subcommittee meeting on April 20. The purpose of the meeting was to work toward district-wide report card alignment.

15. The next Policy Council meeting will be on Saturday, May 14, 2011, at Central Services at 10:00 am.

Parental Involvement

16. Eighteen parents attended the Policy Council's meeting held on April 9 at the Betty Brinn Museum. The meeting focused on the self-assessment, impasse procedures, and the policies and procedures manual. The meeting also focused the parents' literacy focus group at the Betty Brinn Museum.

17. Parent Center meetings were held at each Head Start site. The topic of the April meetings was Make It-Take It, to allow parents to make activities to take home that support individualized instruction in the classroom.

Services Provided

18. Formal site visits: ALBA, Auer, Forest Home, Gwen T. Jackson, Hayes, Kagel, Keefe, Kluge, Lancaster, and Longfellow.

19. Informal site visits: Kluge, Mitchell, and Siefert.

20. Follow-up site visits: Congress and Keefe.

21. Twenty-nine dental exams were completed at Longfellow.

22. On April 12, physical exams were completed at Green Bay Avenue, Gwen T. Jackson, Hopkins, and Sherman.

Enrollment

23. There were 1,043 students enrolled in the Milwaukee Public Schools Head Start Program as of April 11 for the 2010-2011 school year.

24. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program as of April 11 for the Expansion Program for the 2010-2011 school year.

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(Item 3) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

1. March 3, 2011

District Advisory Council (DAC) School Delegate Meeting

The DAC conducted its monthly meeting. The presentation for the March 2011 meeting was on the School Improvement Plan and Measure of Academic Progress (MAP) student progress reports.

At the same time as the DAC meeting, the Administration also held a discussion on the budget. Parents were given the option to attend the DAC sessions and/or the budget discussion.

Present were 26 school delegates and 11 non-school delegates. A total of 31 schools were represented.

During March 2010 school year, there were a total of 33 parents, staff, and community members present.

2. March 10, 2011

District Advisory Council (DAC) Executive Committee

The meeting focused on devising the agenda for the April DAC delegate meeting, providing updates on the Region V Parent Professional Development Conference, and a discussion on the state budget's impacts on MPS.

There were four DAC executive members and one MPS staff present.

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REPORT OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Monthly Report of the President of the Milwaukee Board of School Directors

During the month of April, the President of the Milwaukee Board of School Directors:

1. met with various current and newly elected members of the Milwaukee Board of School Directors on MPS issues;
2. met with Dr. Thornton on various MPS issues;
3. attended a meeting of the State Legislature's Joint Finance Committee meeting at State Fair Park;
4. met with other elected officials regarding MPS issues;
5. spoke at several schools on the impact of the proposed state budget on MPS;
6. met with representatives of the MTEA and ASC; and
7. was sworn in at Vincent High School as a member of the Milwaukee Board of School Directors for the 2011-15 Board years.

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The Board adjourned at 9:33 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 21, 2011

Special meeting of the Board of School Directors called to order by President Bonds at 9:50 PM.

Present—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

The Director, Office of Board Governance/Board Clerk read the following call of the meeting:

April 15, 2011

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held at 7:30 p.m. (or immediately following the regular monthly meeting of the Board scheduled to begin at 6:30 p.m.) on Thursday April 21, 2011, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of initiating performance evaluations of the Superintendent of Schools and of the Board Clerk/Director, Office of Board Governance.

Pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above.

LYNNE A. SOBCZAK
Board Clerk

Director Voeltner moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of initiating performance evaluations of the Superintendent of Schools and of the Board Clerk/Director, Office of Board Governance.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board retired to executive session at 9:54 PM.

The Board adjourned from executive session at 11:25 PM.

LYNNE A. SOBCZAK
Director, Office of Board Governance/
Board Clerk